



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Itinerario I: Methodology For Teaching English To Adolescents And Adults

Guía didáctica



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Departamento de Ciencias de la Educación

Sección departamental de Lenguas
Contemporáneas

Planificación para el Monitoreo Ambiental

Guía didáctica

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Itinerario I: Methodology For Teaching English To Adolescents And Adults

Guía didáctica

Solano Jaramillo Lida Mercedes

Universidad Técnica Particular de Loja



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29 de marzo, 2021

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1. Information data

1.1. Presentación de la asignatura



1.1. UTPL Generic Competences

- Critical and reflective thinking.
- Communication in English.

1.2. Specific Competences of the major

Integrates language, didactic and curricular pedagogical knowledge that allows, interdisciplinary, the updating of models, the use of

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learning methodologies and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, based on the development of critical, thoughtful, creative and experiential thinking in relation to the development of the person and its context.

1.3. Issues addressed in the subject

- Limited methodological and didactic knowledge, as well as little development of critical and thoughtful thinking.
- Limited knowledge about the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and integrality of personalized learning experiences.



2. Learning methodology

This course follows the UTPL distance student-centered methodology. Among the methods to be used are: self-learning, problem-based learning, learning based on ICTs. The strategies to be used include individual work, discussions, reflections and analysis.

The study of this course is divided into three main components: teaching, application and experimentation of learning, and autonomous work. With regard to teaching, it includes the students-teacher interaction in video-collaboration, forums, and chats. In regards to experimentation of learning, students have the opportunity

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to demonstrate their understanding on the contents studied by developing varied activities. Finally, in the autonomous work, students have more opportunities to extend their knowledge by reading to information from different sources at any time.

The most important academic tools to be employed in the study of this course are the virtual platform (EVA), virtual guide, textbook and the lesson plan. In regards to the textbook, it is necessary to explain that not all the units will be considered; in fact, after a careful review of the content of the textbook, the topics that clearly explain how to teach to adolescents and adults have been chosen, which might contribute to reach the learning outcomes stated in this course. Hence, the topics chosen from the textbook for the study of this subject are based on units five to nine (oral language, reading in a second language, academic listening and note taking in a second language, writing in a second language and supporting English language learners in mainstream English classes). Moreover, in EVA, students will have access to the academic plan, which details all the activities that need to be done each week and term. They will also have access to the virtual guide where they will find the general guidelines for the study of this course. Finally, permanent tutoring will be provided each mid-term to help students clarify their concerns.

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3. Didactic guidelines for learning outcomes



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Learning outcome 1: Distinguishes the way of teaching English as a foreign language for adolescents and adults.

Dear students, in order to reach the stated learning outcome, I invite you to study the topics included in the first mid-term in both the virtual guide and textbook. Furthermore, to master each topic, it is necessary to develop the self-evaluations and suggested activities, which aim to help you understand the way adolescents and adults learn the language and the strategies for teaching English to these target groups.

Contents, resources and suggested learning activities



Week 1



Unit 1. Young and adult learners

1.1. How adolescents learn English as a foreign language

Dear students, let's start by analyzing the way adolescents learn the language. According to Lesiak (2015), young learners whose ages are between 13 and 19 years old are commonly known as adolescents. During this time, adolescents go through different changes in their lives since "they shift from the carefree childhood to the more complex adult world" (Lesiak, 2015, p. 251). They also experience physical, emotional and moral development.

Additionally, most researchers affirm that although adolescents possess a great potential, they seem to be the most difficult learners. This is due to their lack of motivation and also because they seem to be less receptive to teachers' encouragement and are more difficult to supervise in the classroom. In fact, it is not easy for teachers to gain their trust and respect; this is because they prefer not to be seen by classmates as teacher's favorite student.

In addition, Ur (2012) claims that adolescent learners are able to start using more conscious and explicit strategies for language learning. Harmer (2001) goes further when he declares that teenagers have a great capacity to learn, be creative and feel enthusiastic with the things that interest them. For this reason, teacher's job must be to design relevant and engaging material to promote their interest in learning the language. Teachers also need to provide more

opportunities for teenagers to respond to questions by using their own thoughts and experience. Thus, learners need to be involved in discussions related to abstract issues, so that, they can have more opportunities to contrast ideas and find solutions to problems by themselves.

After reviewing this information, I invite you to watch a video that clearly explains the way the adolescents' brain changes into early adulthood in the following link: [enlace web](#)

After watching the video, I invite you to answer to the following questions:

- Why we can not blame adolescents for what they do?
- When was the word teenager first used to refer to the 13-19 age group?
- What does the word adolescent mean?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Once you have watched the video, you can realize that adolescents' brain goes through different changes, which is the main reason that makes teachers' task a bit more demanding when dealing with them.

1.2. How adults learn English as a foreign language

It is time to review information related to how adults learn the language. Let's start!

According to Michalska (2015), adult learners are students who are aged 19 or over. These students have a vast range of life experiences and they take advantage of it to learn a foreign language. Adult learners are characterized by a complete intellectual and social maturity; they have clear expectations about the learning process

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and are certain of why they want to learn about a topic and have strong opinions of how the teaching and learning process should be conducted (Harmer, 2003). In addition, these students do not often have problems related to discipline and they can be engaged with abstract things; this is because they are conscious they need to make an effort to progress, which makes the job of teachers a bit easier.

Furthermore, Ur (2012) claims that adults are able to learn by using more sophisticated learning strategies such as making their own lists of vocabulary, using dictionaries to find out the definitions of new words, exploring different apps and ICTs and also by finding and applying explanations. They enjoy learning from explicit descriptions of language, explanations of grammar and vocabulary. These learners recognize the importance of using the language rules in focused exercises.

1.3. Differences between young and adult language learners

Dear students, in order to have a broader idea of the main differences between young and adult learners, let's start reviewing the characteristics of these target groups.

There are some relevant **characteristics of adolescents**. The first one is related to *socialization*. Teenagers socialize more with their friends than with their family. In addition, they try to be more independent in order to define their own identity and it is forged in conversations with classmates and friends. It is believed that peer groups bring many benefits to adolescents since through interaction and identification with peers, they start developing moral judgment and values. What is more, adolescents become more aware of the importance of behavior and appearance and for this reason, they pay more attention to clothes and the way they behave just to adapt to their society.

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Another important characteristic of adolescents is related to *cognitive processes*, which deals with the way of thinking and reasoning. At this age, adolescents start understanding the abstract things, developing language skills and verbalization, which facilitates them to have more extensive and effective communication. Abstract thoughts help learners to develop a sense of social consciousness and justice, which facilitates teenagers to decide if the choices they have made are correct and if they are related to their morality.

Emotional changes are also key characteristics of adolescents. According to Maier (2011), teenagers go through a period that is commonly known as emotional storm. During this time, not only parents, but also teachers perceive teenagers' aggressive behavior and discipline problems. This is because adolescents become moodier and more irritable and also because they have much more independence and little control of parents.

Concerning **adult characteristics**, there are arguments from different experts (Lynch & Bishop-Clark, 1994; Harmer, 1998, 2001; Ur, 2012), who claim that there are major differences between adult and teenagers. The first and most important is that they already have learning experience, which can be either positive or negative. This makes them to have a more critical opinion in regards to the methodology used by the professor. In addition, they affirm that adult learners are more assertive and disciplined than teenagers. Most adult learners acquire the language as a requirement for something else, this is the main reason they have a strong motivation to learn. Even though their motivation for learning the language is high, they often lack of time to learn and accomplish with all their academic activities and goals. Thus, individual learning or self-study sometimes is difficult for them to do at home.

In addition, most adult learners usually have important positions in the work place, which **difficultiates**/hinders the teaching and learning process because they find correction and feedback sometimes

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difficult to cope with. Hence, they often feel nervous and afraid to ridicule and criticism from classmates and the teacher, especially when they make mistakes or when they are assessed and criticized.

After reviewing the information above, I invite you to take some time to watch the following video, which intends to help you to expand your knowledge on the differences between young and adult language learners.

[enlace web](#)

After that, I invite you to answer to the following questions:

- Which are similarities and differences of adolescents and adults?
- With what type of students, teachers face more problems to teach the language?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

As you could confirm in the video, there are some remarkable differences when teaching to adolescents and adults. I hope you could consolidate your knowledge by answering to the questions above. Now, I encourage you to write down a few ideas related to the main differences between young and adult learners.

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.



Self-evaluation 1

Dear students,

I invite you to complete self-evaluation 1 in order to measure your level of comprehension in regards to unit 1. Hence, review this unit to answer the questions below.

A. Complete the statements below with the correct word.

1. Most researchers affirm that although adolescents possess a great potential, they seem to be the most _____ learners.
2. Teacher's job must be to design relevant and engaging material to promote their _____ in learning the language.
3. Adolescents need to be involved in discussions related to _____.

B. Decide if the two statements below are true or false.

4. () *Adult learners have clear expectations and their life experience is their main source for learning a foreign language.*
5. () *Adult learners often have problems related to discipline.*

C. Select the option that best meets the description below:

6. Which is the characteristic of adolescents that refers to the way they get along with people?
 - a. Cognitive processes
 - b. Socialization
 - c. Emotional changes

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7. Which is the characteristic of adolescents that deals with the way of thinking and reasoning?
- Cognitive processes
 - Socialization
 - Emotional changes
8. Which is the characteristic of adolescents that utterly influences in learners' discipline?
- Cognitive processes
 - Socialization
 - Emotional changes
- D. Decide if the two statements below are true or false.
9. () *Adults learners find individual learning or self-study easy to do at home.*
10. () *Adult learners do not feel nervous and afraid to ridicule and criticism when they make mistakes.*

After completing self-evaluation 1, you can check your answers in the answer key, which has been provided at the ends of this guide.

Answer Key



Week 2



Unit 2. Methodology for teaching a language to young and adult learners

2.1. Methods for teaching English to adolescents.

Teaching to adolescents is very demanding and teachers need to use methods that emphasize the development of the four language skills (listening speaking, reading and writing). In addition, special attention needs to be given to communicative competence. When teaching to teenagers, the most useful methods are the following the Direct Method and the Counseling Language Learning.

Concerning the **Direct method**, Lesiak (2015) explains that teachers use it to give more emphasis on listening and speaking skills. When teachers use this method they often use pictures to exemplify the meaning and the target language is used for giving instructions. Using the target language in the EFL classroom is positive because students can express themselves by means of English, which helps them to be more fluent. It also helps students to avoid translation.

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When using this method, teachers need to employ speaking activities that will last at least a half of the class time. In addition, students need to be involved in realistic everyday situations. Hence, lessons need to provide students with the opportunity to use the language in real contexts as much as possible. Lesiak suggests that in order to expand students' comprehension, teachers can involve learners through reading a passage, play or dialogue aloud. At the end of the class, all students' concerns about vocabulary or pronunciation need to be clarified by the teacher through the use of gestures, diagrams, among other materials. Self- correction is also promoted when using this method. In fact, teachers should provide alternative answers, so that students can have the chance to choose the best option.

In order to know a bit more about the importance of the use of the Direct method, I invite you to read the information provided in the PDF document that titles "Teaching English to adolescents", especially the topic "The chosen methods for adolescents".

Characteristics of adolescents

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After reading, I invite you to reflect on the following questions:

- Why the direct method helps students to become more fluent?
- why does the planning process play a significant role when using the direct method?

As you could see, the use of the direct method when teaching English to adolescents brings teachers many advantages since in this manner they can help their students to become more aware of the use of the language and the mistakes they make.

Another method for teaching English to adolescents is the **Counselling Language Learning (CLL)**. This method offers teenagers

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the autonomy. It allows them to work together in groups. A lesson that employs the use of CLL follows the five common stages included in the table below:

Table 1.

Five common stages of the Counselling Language Learning

| Number of stages | Stage's name | Description |
|------------------|----------------------------|--|
| First stage | Reflection | Students sit in a circle to form a sense of community atmosphere. Brain-storming can be done to promote learners' ideas. |
| Second stage | Recording the conversation | Once the topic is set up, students, whose level is low, tell the teacher what they want to say in English by using their mother tongue; thus, the teacher can help them by giving prepared chunks in English. On the other hand, advanced learners can provide answers in English directly. Teachers provide feedback if necessary. Students need to record the whole conversation; hence, all of them can practice. |
| Third stage | Discussion | All students provide a personal opinion related to the recorded conversation, their feelings and attitudes about it. |
| Fourth stage | Transcription | Students listen to the recording and transcribe what they hear. The teacher provides help when necessary. |
| Fifth stage | Analyzing | Learners are invited to review the form of the tenses and vocabulary to explain why they were selected. |

The **grammar Translation method** has also proved to be effective for teaching grammar rules and setting strong basis on creating accurate sentences in English. This method helps beginner students to have a basic foundation and allows them to develop their communicative skills. Moreover, it helps teachers to explain the meaning of new

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words in a simpler way. In order to review the use of this method fully, I invite you to review the information provided in the PDF document related to "Teaching English to adolescents".

After reading, I invite you to answer to the following questions:

- What are the advantages and disadvantages of using the grammar translation method?
- What aspects of the language are reinforced when using the grammar translation method?

As you could see, using the grammar translation method can be convenient when teaching English to adolescents. After reviewing information related to Direct method, Counselling Language Learning and Grammar Translation, I invite you to summarize the most relevant ideas in a mind map.

2.2. Methods for teaching English to adults.

Teaching English to adults is not an easy task because they have their own specific requirements and needs. Additionally, they have a whole range of life and academic experience, which can be either positive or negative. These students often have a strong motivation; however, it is more difficult for them to gain the knowledge. Thus, choosing the best methods for teaching to this target group is challenging and very important because it will facilitate the teaching process and it will allow to achieve the desired results in a shorter time.

Michalska (2015) affirms that the best methods for teaching to adults are Community Language Learning (CLL) and the direct method.

In regards to Community Language Learning, Michalska explains that when using it the professor has the role of the counselor, which means that the teacher helps adult learners to address all their

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needs. The author claims that adults might feel comfortable with the use of this method because it will remind them situations in which they find themselves every day. Furthermore, when all questions are addressed, adults might feel highly motivated which helps to increase their confidence to use the language in the EFL classroom. Additionally, using this method adults feel more relaxed and their fear of failure decreases. This is because adults see the teacher not only as a friend from whom they receive advice, but also as an assistant that fully understands adult's needs and concerns. It is believed that this method is suitable for teaching English to adults since the learner is seen a "whole person whose feelings, intellect, interpersonal relationships, defensive behavior and willingness to learn are addressed and balanced" (Michalska, 2015 p.10). Thus, when the teacher uses this method adult learners feel important and understood.

Now, I invite you to watch a video which explains the importance of community language learning, which might help you comprehend the way this method works. Review it in the following link: [enlace web](#)

After that, I invite you to think of the following questions:

- What is the aim of community language learning?
- Which are the stages of development of this method?

As stated in the video, in the Community Language Learning approach the teacher acts as a counsellor or paraphraser, while the learner is seen as a client and collaborator. In this method, students are the ones that determine the content of the lesson through meaningful conversations.

Concerning the direct method, researchers claim that it helps learners remember the way they acquired their mother tongue. Komorowska (2000) assert that the direct method helps adult learners develop verbal communication, ability to think and use the target language.

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This approach comes from the use of traditional techniques such as the use of the mother tongue for giving instructions, memorization of grammar rules and translation, which facilitate the learning of the language in a much faster and easier way. Komorowska (2000) also believes that the main purpose of the direct method is the ability to hold a conversation. The author argues that when teacher and students spend time together natural contact is established. Actually, students are allowed to use the target language in conversations with their teacher. This contact students have with their professor and with the language itself makes adult learners feel more relaxed and allows them to achieve the desired learning outcomes.

2.3. Learning strategies conductive to learning the language for adolescents and adults.

Learning strategies play a significant role when learning English as a foreign language since they help students to relate what they know and what they are learning. Hence, teachers need to provide students with a variety of effective strategies in order to help them move to the next level. Thus, the aim of learning strategies is to help students to help themselves in order to improve their own learning.

When teaching English to adolescents, teachers need to focus on developing their communicative competence. Thus, the most convenient is to use **communication strategies** since they allow adolescents to support communication with other students and obtain some benefits. In this regard, Bress (2004) affirms that “people who employ communication strategies achieve a lot more with their limited language than those who do not employ (them) at all” (p.30).

Teachers should encourage students to use communication strategies because it will help them reach a native-like accent. In fact, in order to make teenagers sustain a conversation in English and

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allow them to find out the way foreigners communicate, teachers can organize discussions with real native speakers.

Other strategies that are helpful when teaching English to adolescents are **socio-affective strategies** since they help learners to feel more confident when using the language in dialogues and conversations. To promote speaking and to make classes more interesting and engaging for teenagers, teacher may find the need to use audio visual materials. In addition, asking open questions, which are affective strategies, can be easily used to start a discussion. Hence, social strategies enhance teacher and learners' interaction and it ensures students' active participation in the EFL classroom.

When referring to adult learners, metacognitive strategies have demonstrated to be the most helpful. Purpura (1997 p.289) defines metacognitive strategies as "strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed". Michalska (2015) affirms that metacognitive strategies are the best ones for adult learners since they involve decision making, problem solving, reflective judgment and critical thinking and adults are good at solving and analyzing problems as well as at decision making and critical thinking. With this information in mind, I invite you to read the information provided in the PDF document, related to Teaching English to Adults, especially on the topic the most fruitful learning strategies.

Teaching English to adults

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After reading, I invite you to answer to the following questions:

- Which is the aim of metacognitive strategies?
- In which ways metacognitive strategies promote adults' language learning?

As you could notice, metacognitive strategies have demonstrated to be the most effective when teaching English to adults. In order to know more about the role of metacognition in education, I invite you to watch the following video: [enlace web](#)

After watching the video, I invite you to summarize the most relevant ideas.

Finally, to reinforce your understanding on the use of learning strategies conducive to learning the language for adolescents and adults, I encourage you to design a mind map with the key information from this topic. Furthermore, I encourage you to review the information provided in the following REA "Adult Development" available at: [enlace web](#). To take the most of this resource, I invite you to pay careful attention to adult development, the aging brain, and the teenage brain. I am sure the information provided in this REA will help you fully understand the changes in the adult's brain and the way they learn the language.

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Self-evaluation 2

Dear students,

After reviewing information related to unit two, I invite you to reinforce the comprehension on this topic by answering to the questions below.

A. Select the option that best answers to each statement.

1. What skills the direct method focuses on?
 - a. Reading and writing.
 - b. Speaking and grammar.
 - c. Listening and speaking.

2. In the Direct method, which is the resource used by teachers to exemplify the meaning and the target language?
 - a. Videos.
 - b. Pictures.
 - c. Podcasts.

3. Which is the stage of the Counselling Language Learning that invites students sit in a circle to form a sense of community atmosphere?
 - a. Recording the conversation.
 - b. Reflection.
 - c. Transcription.

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4. Which is the stage of the Counselling Language Learning that invites students to record their conversations and to receive help from the professor?
- Recording the conversation.
 - Reflection.
 - Transcription.
5. Which is the stage of the Counselling Language Learning where all students provide a personal opinion related to the recorded conversation, their feelings and attitudes about it?
- Recording the conversation.
 - Reflection.
 - Discussion.
6. Which is the stage of the Counselling Language Learning where students listen to the recording and transcribe what they hear?
- Recording the conversation.
 - Reflection.
 - Transcription.
7. Which is the stage of the Counselling Language Learning that invite learners to review to the form of the tenses and vocabulary to explain why they were selected?
- Analyzing.
 - Reflection.
 - Transcription.
- B. Decide if the statements below are true or false.**
8. () In the Community Language Learning (CLL) method for teaching to adults, the professor has the role of the counselor.

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9. () The aim of communication strategies is to help learners to feel more confident when using the language in dialogues and conversations
10. () Metacognitive strategies are helpful to promote adult's learning and critical thinking.

Should you have any doubts about proposed questions, review unit two and the answer key provided at the end of this guide.

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Week 3



Unit 3. The theory of adult learning: andragogy

3.1. The andragagogical model

According to Kirk (1999), the term andragogy comes from the Greek *agogos* which means to lead or to teach and *andra* which means adult. Hence, andragogy is focus on adult education. Manangsa, Gusmuliana and Apriani (2020) also claim that andragogy is the approach that facilitates the achievement of learning and trains the student to be independent. They also affirm that the aim of this approach is to help adults carry out some learning activities.

Knowles (1980) defines andragogy as a set of assumptions of adults as learners and certain recommendations for the planning, management and evaluation of adult learning. Thus, the andragagogical model involves self-directedness and collaboration with the learners in their quest for learning.

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3.2. Differences between pedagogy and andragogy

There are some differences between the pedagogical and the andragogical model. According to Knowles, Holton, Swanson (2005), in the pedagogical model the teacher is responsible of “all decisions of what will be learned, how it will be learned, when it will be learned, and if it has been learned” (p. 61). In this model, students have the role of following teachers’ instructions. Thus, in the pedagogical model, the teacher has the role of the instructor, who is in charge of identifying students’ needs, preparing objectives and evaluating the learning process. Then, the instructor transmits the knowledge to students, who have a passive role.

On the other hand, Knowles, Holton, Swanson highlight that in the andragogical model the student is more independent; hence, it follows a self-directed education. In this model, the learners’ experience is highly important, especially to start discussions and in problem solving. In this model, the instructor or teacher has the role of a facilitator, whose purpose is to create an informal, collaborative and respectful climate. The learner is involved in the process of designing and evaluation of the learning activities, which are focus on the students’ problem areas.

The most relevant roles of a facilitator in the andragogical model

After reviewing the information above, I invite you to read a study, which emphasizes the main differences between pedagogy and andragogy: [enlace web](#).

Did you finish? Then, I invite you to design a mind map in order to summarize the most relevant differences between pedagogy and andragogy.

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3.3. Assumptions of adult learning

According to Knowles, Holton, Swanson (2005), the andragogical model is based on some assumptions and they are the following:

Adults **need to know** what they need to learn before learning it. When adult learners start to learn something by their own, they will invest considerable energy in probing into the benefits. Hence, the role of the facilitator is to help students realize of the need to know. Adult learners' willingness to learn increases when they become aware that their interests and needs are fulfilled.

"Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept, they develop a deep psychological need to be seen and treated by others as being capable of self-direction" (Knowles, Holton, Swanson, 2005 p.65). Accordingly, facilitators need to create learning experiences in which adults receive help to make the transition from dependent to self-directing students.

There is no doubt that adults count with a broader living experience. For this reason, the role of **learning experience** needs to be considered when teaching to adults. Facilitators need to give more emphasis to the use of experiential techniques and peer-helping activities, which focus on learner's experience, for example, group discussions, simulation exercises, problem solving activities, case methods, and laboratory methods instead of transmittal techniques.

According to Knowles, Holton, Swanson (2005 p.66), "adults become **ready to learn** those things they need to know and be able to do in order to cope effectively with their real-life situations". What is more, teacher's role does not consist only in transmitting knowledge, but in engaging learners in a process of mutual inquiry with them.

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Adults **orientation to learning is life-centered** (task-centered or problem centered). They feel eager to learn things that will help them complete tasks or deal with problems that they face in their life situations. Moreover, adults have more opportunities to learn new knowledge, develop skills, values and attitudes when they are shown in the context of application to real-life situations.

Motivation plays a significant role when teaching to adults. Knowles, Holton, Swanson (2005 p.68) affirm that “adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, and quality of life)”.

After reviewing this information, I invite you to read the information provided in the following pdf document: [enlace web](#).

Finally, in order to expand your knowledge on the andragogical model and its assumptions, I invite you to check the REA “Andragogy in Practice” available at [enlace web](#). This resource will provide you with clear guidelines to understand the andragogical model, the differences between andragogy and pedagogy and its assumptions.

After reviewing this REA write a brief summary focus on the most relevant details. I am sure the source aforementioned will be very useful for completely understanding the andragogical model.



Self-evaluation 3

Dear students, take this brief quiz to check your comprehension of unit three.

A. Complete the statements below with the correct word.

1. Andragogy is the approach that trains the student to be _____.
2. In the pedagogical model, students have the role of _____ teachers' instructions.
3. In the andragogical model, the _____ is highly important, especially to start discussions and in problem solving.

B. Decide if the statements below are true or false.

4. () In the andragogical model, the facilitator is in charge of creating an atmosphere of trust so everyone may feel willing to learn.
5. () The facilitator in the andragogical model is available as a resource.

C. Select the option that best answers the questions below:

6. Which is the assumption of adult learner that argues that adult learners' willingness to learn increases when they become aware that their interests and needs are fulfilled?
 - a. Need to know.
 - b. Adults have a self-concept.
 - c. Learning experience.

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7. Choose the assumption of adult learner that explains that adults need to be seen and treated by others as being capable of self-direction.
 - a. Need to know.
 - b. Adults have a self-concept.
 - c. Learning experience.
8. Which is the assumption of adult learner that indicates that facilitators need to consider learners' knowledge to design activities to be implemented in the classroom?
 - a. Adults have a self-concept.
 - b. Learning experience.
 - c. Need to know.
9. Select the assumption that claims that adults are willing to know more about the things that they need to learn to perform better in their daily lives.
 - a. Orientation to learning is life-centered.
 - b. Learning experience.
 - c. Ready to learn.
10. Which is the assumption of adult learner that indicates that adults are highly motivated to perform activities that will help them complete tasks or deal with problems that they face in their life situations?
 - a. Orientation to learning is life-centered.
 - b. Learning experience.
 - c. Ready to learn.

If doubts arise while answering this quiz, review information from unit three and the answer-key at the end of this guide.

Answer Key



Week 4



Unit 4. Techniques and strategies for teaching English to adolescents and adults

4.1. Teaching listening

4.1.1. The importance of listening and note taking

Teaching listening to adolescents and adults is vital since this skill is the precursor to speaking. Nation and Newton (2009) affirm that learning a language does not only mean to use it to speak, but to be able to build a map of meaning in the mind. Hence, students need to practice meaningful listening so they can develop this cognitive map in the mind for producing the language in a more accurate way. For this reason, Nation and Newton claim that “the listening-only period is a time of observation and learning which provides the basis for the other language skills” (p.38). In fact, there are a few benefits for concentrating more on listening than on speaking, specially at a beginner level:

1. Students are not overwhelmed by having to focus on two or more skills at the same time.

2. Students learn more about the language by concentrating on listening.
3. It is easier to move very quickly to realistic communicative listening activities, increasing learner's motivation.
4. Students won't feel shy or worried about having to speak in English, which helps to reduce the levels of stress when learning the language.
5. Independent learning is promoted when developing listening activities.

Depending on the reasons for learning, our students will have to use a combination of two processes, top-down or bottom-up listening depending on their reasons for listening. The picture below, summarizes the most important details about these two processes.

Figure 1.

Bottom-Up and Top-down processes

| Bottom-Up Processing | Top-Down Processing |
|--|---|
| Externally Based | Internally Based |
| Involves the listener playing close attention to every detail of the language input. | Involves the listener's ability to bring prior information to bear on the task of understanding the 'heard' language. |
| The understanding of the 'heard' language is worked out proceeding from sounds to words to grammatical relationships to lexical meaning. | Used by the listener to make predictions about what the incoming message is expected to be at any point, and how the pieces fit into whole. |

Source: <https://rb.gy/yinad5>

When developing listening skills, note taking plays a significant role. To know more about their benefits, importance and the difference between note taking versus note making, I invite you to review the information provided on the topic academic listening and note taking in a second language in your textbook.

Cloud et al. (2010) affirm that to become an active listener, it is fundamental to take useful notes. To help our students develop listening skills by taking notes Cloud et al. invite us to use the following activities:

Figure 2.
Activities for taking notes

| You met your match | We belong together | Stand by me | This is the picture | Put your hands up | Stop collaborate and listen |
|------------------------------|-------------------------------------|---|--------------------------|---|--|
| · Pairing images with words. | · Pairing concepts with statements. | · Pairing large pictures with characters. | · Drawing what you hear. | · Whole class physical response using Yes/no answers. | · Group work activities to provide more practice |

Author: Lida Solano

To fully understand how to use these activities, I invite you to review the information provided in your textbook.

Did you review all the activities? If so, I invite you to reflect on the following questions:

- Which is the activity that forces students to do drawings by themselves?
- With what students' level can be used the "met your match" activity?
- Could you explain the main aspects to be considered when using *Put your hands up* activity?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

It is a matter of fact that note taking is an important aspect when listening to information. Hence, taking good notes is vital to be effective listeners. In order to help our students to take better notes, it is necessary to follow the nine steps detailed below:

Figure 3.

Steps to follow for taking notes

Before Note-taking

1. provide students with a standard system of heading their notes.
2. provide instruction on shorthand and abbreviation techniques.
3. instruct students on how to recognize a teacher's signal words.

During a note-taking exercise

4. Alter your speech, delivery and vocabulary
5. use visuals
6. provide already or partially completed notes.
7. monitor student progress.

After a note-taking exercise

8. Model how to talk to your notes.
9. Allow students to revise and edit notes.

Source: Cloud et al. (2010).

To review information related to each step-in depth, I invite you to review the information provided in your textbook. After that, design a mind map summarizing the most relevant details of each step.

4.1.2. Activities for meaning-focused listening

According to Nation and Newton (2009), there are some activities for helping students develop their listening skills. The first one is **Oral cloze**, which invites learners to listen to a story and once every 50

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words, they have to guess the next word in the story. The word needs to be not difficult to guess and it doesn't need to interrupt the story too much. If students' level is intermediate, then the teacher can provide some words on the board so that students can have options to choose from. After students have guessed, the teacher gives the correct answer. To fully understand how to use this activity, I invite you to watch a video in the following link: [enlace web](#).

As you could see in the video, oral cloze activity is helpful since allows teachers to promote vocabulary learning. Another activity is **What is it?** In this activity the teacher describes something, and the learners have to decide what is being described. The example below clearly explains the way this activity works:

I forgot it when I left home this morning. This made me angry because it is useful. I don't like it very much but I need it. Not every person has one, but I think most people do. Some people like to look at it and now many people play with it. Mine is quite heavy . . . (Nation & Newton, 2009 p.44)

In the example above the teacher describes a *watch* and students need to guess the answer.

Another interesting activity is **listen and draw** and students are invited to listen and follow the instructions by doing a drawing. Hence, depending on students' level, they can listen and label parts of a picture or diagram. To have a broader idea on how this activity works, I invite you to review the information provided in the following link: [enlace web](#).

As shown in the video, listen and draw activity helps to boost learners' listening skills since they are invited to pay careful attention to either teacher' or classmates' instructions.



Suggested activity

Strategies:

- Review information related to teaching listening in the textbook and the guide.
- Choose two of the activities explained in week 4, find a suitable text from coursebooks or the internet, and create your own activity.



Week 5

4.2. Teaching speaking

4.2.1. Basic issues for oral language development in the classroom.

Teaching speaking to adolescents and adults is not an easy task. In order to help them develop their communicative competence, students need to receive comprehensible input and have opportunities to produce comprehensible output. Students also need to practice speaking in order to learn to speak in a manner that other speakers can understand.

According to Wright (2010), students who have started to learn the language may not feel ready to start speaking. Wright affirms that most learners need to go through a **silent period** before beginning to speak. Once students feel ready to speak, they might need time to process information and to think to prepare a response. Hence, teachers need to be more patient after asking a question.

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In the desire of helping students develop their speaking skills, teachers face some interesting challenges. The foremost ones are detailed below:

Figure 4.

Challenges to develop speaking skills

Students' insecurity to speak.

Students' anxiety to be judged as a competent thinker when speaking in English.

Students' lack of vocabulary.

Students' shyness to communicate.

Source: Cloud et al. (2010).

To know more about this topic, I invite you to review the information provided on the topic oral language in your textbook. A better overview of the topic can be obtained by reading the information from the book because it is explained in a detailed way that helping students to speak can be challenging for teachers.

Now, it is time to start reviewing information related to assessing oral language to guide instruction. Cloud et al. (2010) indicate that in order to help students develop their oral skills, it is fundamental to know about their prior knowledge, educational experiences and current English language skills level, and students' prior school records. Once all this information has been gathered, it is possible to design lesson plans to help students develop their oral skills and monitor their progress. To extend your comprehension on this topic, I invite you to read the information provided in the textbook.

Did you finish reviewing the information provided in the textbook? If so, I invite you to answer the two stated questions below:

- Which is the main aspect to be considered when helping learners build their oral language proficiency?
- Which is the best way for designing lesson plans to help students develop their oral skills?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

4.2.2. Helping ELL's participate in the classroom

According to Wright (2010), teacher should speak less in the classroom and they should design activities that give students more opportunities to speak. Then teachers need to ensure that their speech provides comprehensible input. The chart below explains some relevant aspects to be considered to reach this purpose:

Figure 5.

Adjusting speech to make it comprehensible.

Adjusting speech to make it comprehensible

- Slow down, use a slower rate of speech when talking to beginning levels.
- Speak clearly, but do not overenunciate to the point where the words sound unnatural.
- Speak at a normal volume. Shouting does not make English more comprehensible.
- Use simple sentence structure with beginning levels.
As students make progress, increase the complexity of the vocabulary and syntax.
- Avoid idioms, unless they are explained or were previously taught.
- Use gestures, facial expressions, realia and other visuals.
Repeat, paraphrase or use other recast techniques when students do not understand.

Source: Wright (2010 p.148)

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Keeping in mind the steps above, ensures better learning results. To know more about the things teachers need to consider to help students develop their oral skills, I invite you to review the information provided in the textbook.

4.2.3. Helpful classroom strategies for promoting oral language

Helping students develop their oral skills, it is vital to provide sufficient scaffolds. When choosing scaffolds, teachers need to choose those that students can apply to varied situations. One way to instruct learners is by using scaffolding for discussions. In fact, scaffold for discussion rules serves learners as a foundation for all forms of oral communication in English. To know more about this topic, I encourage you to review the information provided in your textbook.

Hope you found the information from the book helpful. After that, I invite you to answer to the following questions:

- What do discussion rules include?
- What do the terms mode, flied, tenor mean?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Another important strategy for promoting oral language in discussions is by providing the appropriate tools to students. Then *discussion tools* as sentence starters or scripts and transition words have demonstrated to be effective. Once students become familiar with essential words and phrases, teachers can encourage them to use set of words in discussions. In regards to adolescents, they feel more engaged with discussion topics related to immigration, family, friends, personal preferences, school experiences, and childhood memories.

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Have you heard about the benefits of text-based discussion skills? If not, I invite you to review the information provided in the textbook. I hope you found this information helpful. After reading, I invite you to reflect on the following questions:

- Why text-based discussion is important? Refer to its purpose.
- Which are a few activities that can be adopted to facilitate Text-based discussion?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

When developing oral skills, it is important to help students acquire questioning skills, so that they can be able to ask question and to develop their critical thinking. Another way to help our students to speak is by using visual scaffolds such as pictures, realia, maps, graphs, diagrams or graphic organizers. Their aim is to “provide comprehensible input, make ideas more accessible to students, and make language more memorable as students learn to connect ideas and language to images” (Cloud et al., 2010 p.113)



Suggested activity

Strategies:

- Review information related to unit four: Teaching speaking in the guide and in the textbook.
- Interview a former or advanced English learner about the difficulties he/she faced in developing oral proficiency skills in English. Ask for a description of particular problems he/she had with idioms, class activities, teachers' way of teaching, or cultural differences that left him or her confused. Explain, what did you learn from this interview?



Week 6

4.2.4. Negotiation activities.

According to Nation and Newton (2009), negotiation is a facilitator of learning. It includes a process of providing feedback to the speaker. This feedback often focuses on problems with grammar use or vocabulary and it helps to specify where the problem lies. Hence, this process helps learners realize of the mistakes they make. In the chart below, it is explained some of the benefits of negotiation:

Figure 6.

Benefits of negotiation

It helps to clarify unknown items.

It assists language development since it makes input understandable.

It gives learners opportunities for direct learning of new forms.

It pushes learners to express themselves more clearly and precisely.

It makes learners more sensitive to their need to be comprehensible.

Source: Nation and Newton (2009)

Thus, negotiation brings learners to learn from each other and it also brings the opportunity to the speakers to adjust their output to communicate with others.

Among the most relevant negotiation activities for helping adolescents and adults to speak, it can be mentioned the following:

Figure 7.
Negotiation activities

| Modify the statements | Problem solving | Complete the map | Strip story |
|--|---|--|--|
| Learners are given a set of controversial statements. Ex: every child needs at least one brother and sister. They work in groups to modify the statement so that everyone agrees with it | Learners are given a problem to solve. It is a group activity. They need to discuss the possible solution to reach an agreement. At the end, they need to share the agreement with the class. | Each learner has an incomplete version of a map/diagram and each learner has information that the other (s) do not have. Each learner needs to describe what is on their map for the others to draw on theirs. The map needs to be hidden. | Teacher chooses a story that has roughly as many sentences as there are learners in the group. It needs to be new to students and the vocabulary and grammar patterns need to be related to learners' knowledge. Students need to have at least one sentence and they need to read it just once. They need to memorize it. So that at the end, all students need to find the way to solve the problem of putting the sentences in the right order to tell the story. |

Source: Nation and Newton (2009)

For negotiation to occur, it is necessary that students know both the language features needed for negotiation and to develop negotiation strategies. Nation and Newton (2009) assert that telling learners the importance of asking for more information, watching others ask and providing simple plans of what to do when there is a comprehension problem are good ways of training students to negotiate. Additionally, it is important to teach students ways to ask for clarification when comprehension problems occur in conversations. A few common clarification expressions are the following: Pardon? What? – repeat what was said, he what? He agreed what? Eh, among others.

Another activity that gives rise to negotiation is **Listen and do**, which involves students to work in pairs in order to develop picture drawing. While developing this activity, students need to use some phrases for clarification such as “Please speak more slowly” and “Could you say that again?”. The example below explains how this activity works.

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"Draw a circle. Draw a cross in the circle. Draw a line under the circle. Draw a square around the circle . . ." or "Draw a circle. This will be a person's face. Draw an ear on each side. The left ear is bigger than the right ear . . ."

Controlling the teacher is another activity where learners gain more control of the listening material. The teacher writes the following sentences on the blackboard:

- Please say the last word (sentence/paragraph) again.
- Excuse me, please speak more slowly.
- Excuse me, what was the word in front of king?
- Could you tell me the meaning of convince?
- Excuse me, how do you spell apply?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Then the teacher gives students a handout with questions related to the reading activity. Later, she explains students that she is about to read a text. After reading, the teacher will review the answers to some proposed questions. While teacher reads the text, students can ask her to stop, read more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or read more quickly. Later, teacher reads quickly the following two sentences and stops for learners' instructions. After that, she continues reading. At the end, teacher asks students the responses to the proposed questions.

In addition, **could you repeat that** is another activity that promotes negotiation. It invites students to work in groups and it involves dictation. The students that remain in their seats have to dictate to one student that is writing on the blackboard while they are facing the other way. Thus, students who dictate can not see the written information in the blackboard.

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Discover the answer is another activity to question the speaker. Here the teacher asks students a question that she knows they can not answer. When students provide responses the teacher says something like .. “No, it’s less than that.” or “No, it’s less than half of that.” or “Take away a few kilometers.” These instructions guide students to the correct response. Students can also use the expression “more than that or less than that” (Nation & Newton, 2009).

Finally, another group activity is **discover the story**, where one learner has a copy of a story. He/she tells students just the topic of the story so that the rest of students from the group need to ask questions to discover what the story is about.

4.2.5. Giving students feedback

Deciding when, how, and how often to give oral language feedback to students is undoubtedly one of the most difficult decisions teachers need to make. Cloud et al. (2010) state that the type and amount of feedback depends on each learner and it might vary independently of their level. Nevertheless, teachers can have an idea of the type and amount of feedback a student needs to receive by asking questions directly or observing their reactions and behaviors. With this in mind, I invite you to review the information provided in the textbook, which explains in detail the main aspects to consider when giving feedback on accents and pronunciation and on vocabulary use and grammar.

Hope you found the information useful. After reading, I invite you to summarize the key points of giving students feedback.

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Suggested activity

Strategies:

- Review information related to teaching speaking (negotiation strategies and giving students' feedback).
- Watch a video that explains the importance of feedback and its main characteristics: [enlace web](#).
- Then answer the questions below:
 1. *Think of a situation where you received good feedback. What made it good?*
 2. *Which are the four key characteristics of giving feedback? What do they refer to?*



Week 7

4.3. Teaching Reading

4.3.1. Unique challenges for ELL readers.

Teaching reading to adolescents and adults is essential because students become more aware of the written forms in order to relate them with their spoken forms. When reading, students can recognize known words and they can also use context to identify the meaning of new words. Teaching reading is a tough task since teachers need to consider certain aspects in order to help students be more skillful

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when reading. In this regard, Nation (2009) asserts that students who learn English as a foreign language already have some knowledge on the most convenient strategies for developing reading skills in their mother tongue as well as they have developed cognitive skills and are much more able to learn from direct instruction. Conversely, the same author claims that developing reading skills can be difficult especially at a beginner level since students know very little English vocabulary. Hence, the author explains that at an initial level, teachers need to control more the reading material and activities performed in the classroom.

Considering the above mentioned, it is a fact that adolescents and adults need to face some challenges to develop reading skills in English. According to Cloud et al. (2010), the most important challenges are the detailed below:

Figure 8.

Challenges for EFL readers

To have the Background knowledge necessary to comprehend texts.

To acquire high-frequency words and content-specific vocabulary.

To acquire the patterns and phrasing of English to read fluently with comprehension.

Source: Cloud et al. (2010).

To know more about this topic, I invite you to review the information provided in the textbook. After reading, I invite you to summarize the information by designing a mind map.

Selecting the appropriate material for student to read in and outside the classroom can be challenging for teachers. First thing teachers need to do is to find literature that is relevant for all students. Hence, the following four factors need to be considered:

Figure 9.
Factors for selecting appropriate literature

1. Age appropriateness and relevancy

2. Cultural appropriateness and relevancy

3. Genre appropriateness and relevancy

3. Genre appropriateness and relevancy

Source: Cloud et al. (2010).

To know more details about each one of these factors, it is necessary to read the information provided in your textbook. After reading, I invite you to reflect on the following questions:

- What are some good examples of effective themes for adolescents?
- Why is it important to use texts with culturally relevant themes?
- Which are the aspects to be considered to evaluate literacy texts?
- Why is it important to provide students with authentic texts?

4.3.2. Making vocabulary instruction routine.

To be good readers, it is indispensable to acquire the vocabulary necessary to comprehend any reading text. For this reason, vocabulary instruction is vital for learners' vocabulary acquisition. Cloud et al. (2010) claims that students have to learn both high-frequency words and lower-frequency words, content specific words. In order to know some factors to be considered when enhancing learners' vocabulary knowledge by reading, I invite you to review the information provided in the textbook.

After reading, I invite you to reflect on the two questions below:

- Which is the first step to help students acquire new vocabulary?
- Why is it important the use of multi-meaning words?
- Could you define high and low frequency words?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Some strategies for helping students acquire new vocabulary are the detailed below:

Figure 10.
Strategies for acquiring new vocabulary



Source: Cloud et al. (2010)

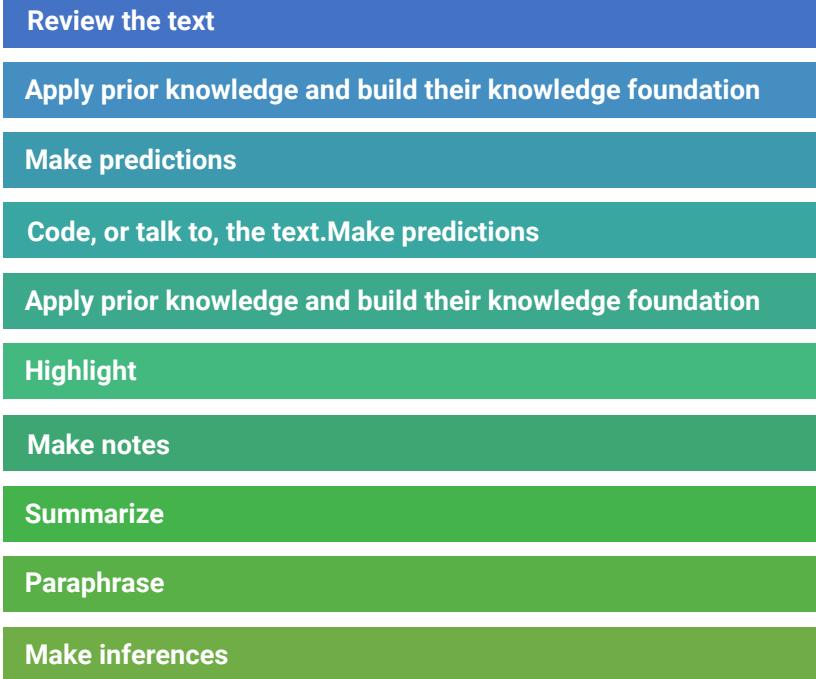
To know more about these strategies, I invite you to review the information provided in the textbook.

After reading, I invite you to summarize the most important information about each strategy in a mind map.

4.3.3. Teaching and practicing the strategies good readers use.

According to Cloud et al. (2010), in order to help students to develop good reading skills, it is essential to use effective reading strategies in the EFL classroom. For this purpose, the following strategies can be used before, during and after reading a text.

Figure 11.
Effective reading strategies



Source: Cloud et al. (2010)

To expand your knowledge on the use of the strategies above, I invite you to review the information provided in the textbook. After reading, answer the following questions:

- What does the previewing strategies involve?
- Why is important to allow students to recognize what they know and apply this knowledge to what they are reading?
- What does code, or talk to, the text mean?
- How effective is the use of making notes?
- Which is the main difference between paraphrasing and summarizing?

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Regarding reading activities, Nation (2009) proposes two relevant strategies, which are intensive and extensive reading. Concerning intensive reading, Nation indicates that it involves the teacher using the grammar-translation method. Hence, translation is used to explain the meaning of a text sentence by sentence in order to increase learner's comprehension of the text.

Intensive reading.

In order to help students perform appropriate intensive reading, the following exercises and activities can be considered. The first one is the use of comprehension questions that involve yes/no questions, true/false statements, multiple-choice items and blank-filling or completion exercises. In regards to the activities, Nation (2009) includes **predicting the passage**, which invites learners to choose eight topic-related words from the text they are about to read. They use these words to come up with what the text is about. Another useful activity is **guess the questions**. The teacher writes some words on the blackboard and explains to students that they can be a part of questions or answers to questions based on the reading. The teacher doesn't necessarily tell students the questions. Hence, while reading, learners try to guess what the questions will be and find the answers. Once students finish reading, they need to tell the teacher the questions they have created and the answers to those questions. Group questions is another activity that invites learners to work in small groups. Each group make some questions based on the text. After that, they exchange questions and answer them.

In regards to extensive reading, Nation (2009) explains that it aims to increase learners' interest in what they are reading with careful attention to the meaning of the text rather than on reviewing the language features of the text. This reading strategy can be performed during or outside class time and it involves "large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed." Nation (2009 p. 50). Extensive reading can occur only if 95 to 98 percent of

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the running words are familiar to students or are no burden to the learner. In order to start performing an extensive reading strategy, students need to skim the text quickly in order to choose at least five or six words to focus on while reading. This helps students' increase their consciousness on vocabulary use. After that, while reading, students can collect new words that are repeated in the text in order to put them in word cards for later study. In addition, students can share information about these new words with classmates by explaining where they found it, what it means and its etymology. Finally, the use of a dictionary is of a great help for reviewing the meaning of new words.

In order to fully comprehend these two strategies/styles of reading, I invite you to review the information provided in the following websites:

[Intensive Reading: What and How to Read](#)

[Extensive Reading - What and How to Read](#)

After reading, I invite you to reflect on the following questions:

- What aspects should be considered to performed intensive and extensive reading?
- What characteristics should extensive reading have to gain the most of it?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

As you could see, both intensive and extensive reading bring students the opportunity to become more fluent at reading and they also help learners to expand their knowledge on the language.

Nation (2009) also indicates that some activities can be considered to carry out extensive reading. The first one is **oral book reports**,

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which invites learners to present a commentary on a book to the class. Hence, the rest of students can feel motivated to read it.

"These reports can follow a set format covering questions like what was the name of the book, what type of story was it (a mystery, a love story, etc.), where and when was it set, was it enjoyable, who would like to read it?" (p. 53).

Another activity is **discussion groups**, which invites learners to work in groups of 4 or 5 people who have read the same book. At the end, students prepare an oral or written book report to share it with teacher and classmates.



Suggested activity

Strategies:

- Review information about teaching reading in the textbook and in the guide.
- Choose two of the activities explained in week 7, find a suitable reading text from coursebooks or the internet, and create your own activity. Explain why this activity is suitable for enhancing adolescent and adults' reading skills.



Final activities of the first bimester

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Week 8

This is the last week of the first mid-term. I'm sure you have studied units 1 to 4 deeply. To finish this bimester successfully, I recommend you to complete the suggested activities and self-evaluations since their goal is to help you enhance your knowledge on the studied topics so that, you can be fully prepared for the first mid-term exam.



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Learning outcome

2

Applies effective techniques and strategies to teach adolescent and adults.

The aim of the study of units four, five and six is to help you learn effective techniques and strategies to teach adolescents and adults. In addition, by studying these topics, students will have the necessary knowledge to design lesson plans and notions to control students in the EFL classroom. Hence, learning outcome 2 is going to be fully reached.

Contents, resources and recommended learning activities



Week 9

4.4. Teaching writing

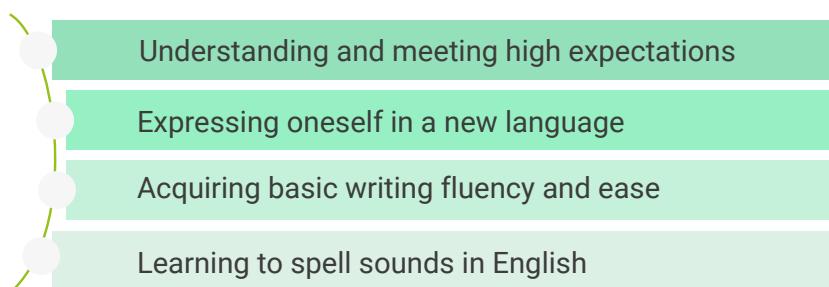
4.4.1. Challenges for ELL in writing

Teaching writing is undoubtedly not an easy task. Penny (2012) affirms that this skill is different from the other skills especially because of how it is produced and the way it communicates. Moreover, Wright (2010) claims that “writing is essential to learners’

academic success because it is the principal means by which they display their knowledge and competence in academic subjects” (p.204). Although this skill is important to develop, learners need to face some challenges to become more proficient in writing. In fact, Cloud et al. (2010) affirm that some of the most significant challenges students need to face when writing in English are the following:

Figure 12.

Challenges students face in writing



Source: Cloud et al. (2010).

Now, to know more about each of these challenges, I invite you to read the information provided in the textbook. Try to summarize the most significant details. After reading, I invite you to answer to the following questions:

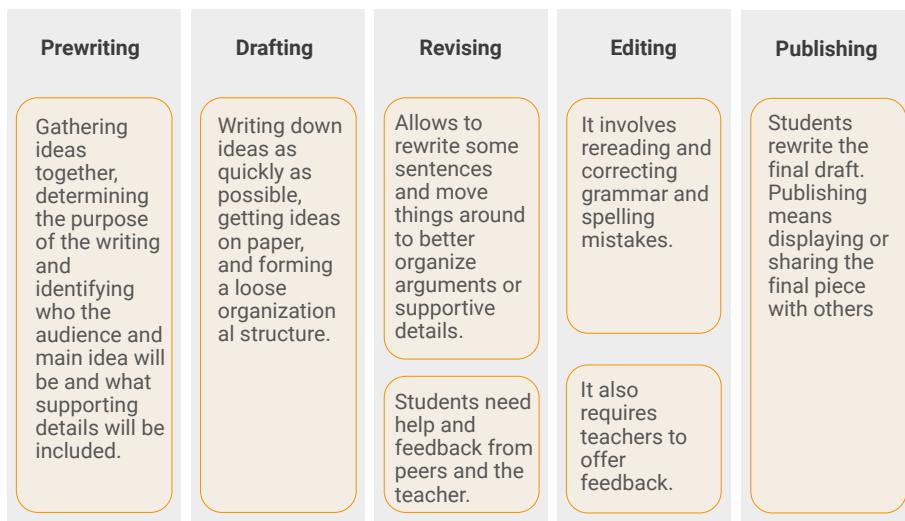
- Why is it difficult for adolescents to express their ideas through writing?
- Why spelling sounds can be challenging when developing writing skills?
- What are a few alternative options to help students to overcome writing challenges?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

4.4.2. Stages in the writing process

Cloud et al. (2010) claims that the writing process involves the use of the following five stages:

Figure 13.
Stages in the writing process



Source: Cloud et al. (2010).

Developing writing skills means to allow adolescents and adults to be exposed to the writing process as soon as possible so that they can become more familiar and can feel more confident when developing writing tasks. For those students with lower English proficiency levels, it is very important to consider the factors detailed below to help them succeed in English writing:

Figure 14.

Factors to be considered with lower proficiency levels

| |
|--------------------------------------|
| More time |
| More models |
| More focused editing |
| More welcoming, flexible publication |

Source: Cloud et al. (2010).

I invite you to review the information provided in the textbook to know more about each factor. After reading, I invite you to reflect on the questions below:

- What are the benefits of *giving more time* to students when developing writing skills?
- What does *more focus editing* involve?
- What is the aim of *publication*?

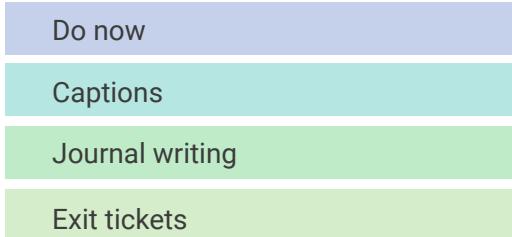
Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

4.4.3. Promoting writing development in the EFL classroom.

Becoming fluent writers is the desire of all students; for this reason, they need to have opportunities to do writing activities in daily basis. Hence, Cloud et al. (2010) provide some strategies for promoting writing development in the EFL classroom and they are mentioned below:

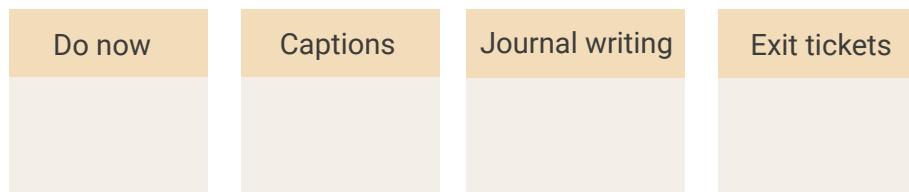
Figure 15.

Strategies for promoting writing development in the EFL classroom



Source: Cloud et al. (2010).

In order to know more about details about each strategy, I invite you to review the information provided in the textbook. After reading, I invite you to write the most relevant information about each strategy in the charts below:



Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.



Suggested activity

Strategies:

- Analyze the information provided in the guide and in the textbook on the topic Teaching writing.
- Choose two or three writing activities and think about how they might work with an intermediate-level class. Suggest criticisms and any improvements or additions you can think of.



Week 10

4.4.4. Activities for helping learners to write

According to Cloud et al. (2010), there are different types of genres that need to be considered depending on learner's proficiency level. The authors assert that becoming proficient in writing means to be able to learn the different writing genres and to express ideas and thoughts in a precise way in those genres. The table below outlines the genres according to the different proficiency levels:

Table 2.
Appropriate writing genres for different proficiency levels

| Beginner | Intermediate and advanced |
|--|--|
| Personal: | Personal: |
| <ul style="list-style-type: none"> ▪ Recount ▪ Simple narrative ▪ Reader response ▪ Short memoir | <ul style="list-style-type: none"> ▪ More extensive narratives ▪ Reflective essays |
| Factual: | Factual: |
| <ul style="list-style-type: none"> ▪ Procedure ▪ Directions ▪ Retelling (historical events) ▪ Summary (basic facts as a single report) | <ul style="list-style-type: none"> ▪ Complex procedures ▪ Detailed research reports |
| Analytic: | Analytic: |
| <ul style="list-style-type: none"> ▪ Simple explanations ▪ comparisons | <ul style="list-style-type: none"> ▪ Account ▪ Explanation ▪ Exposition ▪ Persuasive essay |

In order to know more about each of these type of writing genres, I invite you to review the information provided in the textbook. After reading, I invite you to answer the following questions:

- What is the aim of the reading response activity?
- Why memoir activity is effective for developing writing skills?
- What are the four main aspects to consider when writing a narrative/short story?
- What does factual retelling refer to?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Nation (2009) remarks on the use of some activities for helping students to develop appropriate writing skills. The first activity is called **draw and write** and it invites learners to draw a picture related to a personal experience or something imagined; after that, they write about it, describing the picture. Another activity is **reproduction exercise** where “learners read or listen to a story and then they retell it without looking at the original” (p. 99). Students can either write the story by using the original format or they can make changes or add more details.

In **picture composition** “the teacher shows the learners a picture or a series of pictures. Under the picture there are several questions. By answering the questions with the help of the picture, the learners can write a composition” (Nation, 2009).

Another useful activity is **answer the questions**. In this activity, the teacher writes some questions on the blackboard. The questions are related to a story that the learners have read or heard recently. Students answer to the questions and this information represents the main ideas of the story. Students can also add more details if they are able to.

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Suggested activity

Strategies:

- Review the second part of teaching writing in the guide and textbook.
- Watch a video related to strategies for teaching writing to adolescents and adults in the following link: [enlace web](#).
- Later, be ready to answer to the following questions:
 1. *What are work and life skills?*
 2. *Why is it important to provide a model to students?*
 3. *Which is the process for developing writing tasks?*



Week 11

4.5. Teaching vocabulary

4.5.1. Deliberate vocabulary learning.

Teaching vocabulary is essential to communicate effectively either in a written or spoken form in the target language. According to

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Ur (2012), the most relevant things students need to know about a lexical item are its written and spoken form and its most usual meaning. Nation and Newton (2019) go further when they assert that learning vocabulary means to consider “regular spelling and sound patterns in words, to review word building devices, give attention to the range and types of collocations of a word as well as to the range of clues to the word’s meaning provided by context” (p.132).

Ur (2012) affirms that students need to know the way a word sounds like (pronunciation) and how it looks like (spelling); hence, paying attention to these two aspects is vital. He also claims that people assume that meaning is more important than form. However, knowing the meaning is not enough if it is unknown the form it is attached to. In fact, students most of the times find a form before they know its meaning.

In regard to the meaning of a word, Ur (2012) indicates that it is what it refers to, or denotes in the real world. It is commonly given in dictionaries as definitions. A word usually has various meanings, which sometimes are metaphorical extensions of the meaning of the original word. However, “other words such as bear has multiple meanings (*bear* the animal and *bear* meaning tolerate) because they are derived from two different words which happen to have developed into the same form (*homonyms*)” (p. 61).

When teaching vocabulary, careful attention needs to be given to grammar since some words can have some predictable change of form in certain grammatical contexts e.g. the past tense of irregular verbs, or some words might have some particular way to connect with other words in sentences e.g. the infinitive or gerund form. In addition, collocations play a significant role when teaching vocabulary because students become more aware of the combination of two or more words that frequently occur together. Hence, it helps to promote vocabulary learning.

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Another aspect to be considered when teaching vocabulary is the appropriateness for using words in a certain context. Ur (2012) suggests to explain students if a word is very commonly used in spoken or written form as well as if it used in formal or informal discourse, e.g. "learners need to know that the word weep is virtually synonymous with cry, but it is more formal, tends to be used more in writing than in speech" (p. 62).

In addition, prefixes and suffixes need to be taught so that students can have more opportunities to expand their vocabulary knowledge. When students h

According to Nation and Newton (2009), learners who have a vast knowledge of vocabulary, "the focus of instruction should be on learning and coping strategies, including using context clues for inferring meaning, and using word parts and other mnemonic procedures for learning new low frequency words" (p.134). Students need to use these strategies for increasing their knowledge of low frequency words. Furthermore, for students to remember words, instruction needs to involve thoughtful processing.

Nation and Newton also claim that teachers need to evaluate the procedures they and their students use to monitor their effectiveness. To do it, the authors suggest teachers to ask themselves the following questions (p. 149):

- Are the learners giving attention to more than one aspect of the word? For example, meaning, form, use.
- Are the learners being original and creative in the way they look at the word?
- Are the learners relating the word to previous knowledge?

In order to know more about the factors that make it difficult for adults to learn new vocabulary, I invite you to review the information

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provided in the PDF document about “Second language vocabulary learning among adults: state of the art in vocabulary instruction”.

Vocabulary

After that, I invite you to reflect on the following questions:

- Why is it difficult to learn new words for adult learners?
- Which are the main factors affecting L2 vocabulary acquisition?

4.5.2. Techniques and procedures for vocabulary teaching and learning.

Ur (2012) claims that the main condition for deciding which vocabulary to teach should be its usefulness for our students' own needs. He also explains that when students are provided with a long text to read then teachers need to differentiate between which items are important to teach and review, so that students can become more familiar with these words and use them, and which items need more detailed explanation so that students can comprehend the text better. There are a few techniques and procedures for teaching vocabulary to adolescent and adult learners.

In regards to beginner learners, Nation and Newton (2009) claim that before developing any activity, it is worth reviewing the vocabulary that will appear in the text or audio. Hence, this can be done by writing some list of words on the board and discussing them or giving students some list of words to study and review at home. In order to expand adult beginner's vocabulary, vocabulary cards can be used. Additionally, mnemonic techniques can also be considered such as keyword technique or word part analysis as well as the review of suffixes and prefixes. At this level, direct teaching of vocabulary and the guessing from context strategy is highly recommended to increase vocabulary awareness. Furthermore, vocabulary related to numbers, greetings and polite phrases should be practiced to a high level of fluency.

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At an intermediate level, it is recommended to expand the uses that can be made of known words, which means to see the use of a word in different contexts. In addition, the use of suffixes and prefixes as well as the guessing from context need to continue to be employed by paying more attention to clues in the linguistic context (Nation & Newton, 2009).

Concerning the activities for expanding vocabulary knowledge to intermediate students, Nation and Newton (2009) indicate that **It's my word (or word detectives)** is a good strategy since it invites students to report on a word that was learnt out of class recently. When doing the report, students can indicate where the word was met, what it means, how it is used, and how it can easily be remembered. These words can be written on the blackboard for reviewing pronunciation and the most common collocations. For this activity to be successful, teachers need to assign time for reviewing vocabulary each week.

When referring to advanced levels, students need to use some strategies that include guessing unknown words from context, using word parts to remember the meanings of words, and using mnemonic techniques. Hence, strategy development is the aim of the teaching process (Nation & Newton, 2009).

In order to know more about the strategies for teaching vocabulary, I invite you to review the information provided in the textbook on the topic classroom strategies for vocabulary learning. After reviewing this information, I invite you to answer the following questions:

- Which is the aim of shades of meaning?
- Why is it necessary to review slang versus vocabulary?
- What does idiom of the day refer to?



Suggested activity

Strategies:

- Review information related to teaching vocabulary.
- Review the **REA** related to “Teaching and Learning Vocabulary”, which explains the main aspects to be taken into account when teaching vocabulary to adolescents and adults: [enlace web](#).
- Take some minutes to reflect on the questions stated below:
 1. *How do students learn new words?*
 2. *What does the term semi-technical vocabulary mean?*
 3. *What are a few strategies for memorizing words? Which one have you used?*



Week 12

4.6. Teaching Grammar

4.6.1. Deliberate grammar learning

Being accurate at either speaking or writing is an important factor when learning a foreign language. For this reason, it is necessary to pay careful attention to grammar items in the teaching and learning process. According to Krashen (1999 as cited in Ur, 2012), grammar is often acquired implicitly through plenty of comprehensible input

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(listening and reading). Other authors claim that grammar needs to be taught through explicit instruction to obtain better results. In this regard, Ur (2012) claims that grammar explanation combined with practice can speed up the learning process. Nation and Newton (2009) also affirm that direct teaching of grammar allows more for practice and use of the language. Hence, it is confirmed that explicit explanations and practice provide more opportunities to enhance learners' communication skills.

In order to know more about explicit grammar instruction, I invite you to review the information provided in the following link: [enlace web](#).

Did you identify the main aspects involved in the form focused approach? Make a summary of the most relevant details about it and the teaching of grammar.

4.6.2. Techniques and procedures for teaching grammar.

Nation and Newton (2009) are of the idea that to enhance learner's grammar comprehension more attention needs to be given to the use of collocations since "they are like "local" rules, and may be of more practical value to a learner" (p. 138). In addition, Ur (2012 p. 80) indicates that the following principles for teaching grammar rules in the EFL classroom need to be considered for reaching better learning outcomes:

Figure 16.

Principles for teaching grammar rules in the EFL classroom

1. Provide students with examples of the target feature in meaningful contexts before explaining it.
2. Both say and write examples of the target form.
3. Teach both form and meaning.
4. You may or may not use grammatical terminology.
5. Explain the grammar in the students' L1, unless they are proficient enough to cope with English explanations.
6. Compare the English structure with an L1 parallel if you can.
7. It is often useful to provide an explicit rule.
8. You can ask students to work out rules for themselves, based on a set of examples (inductive process), or you can give the rules yourself, and they later work on examples (deductive).

Source: Ur (2012 p. 80)

What is more, Ur (2012) provides some practical tips for teaching grammar. First, he suggests to use pictures or realia to make the explanations clearer. Second, he claims that teachers need to avoid asking the popular question "do you understand?", instead he affirms that it is more productive to ask students to demonstrate their understanding by giving examples or explaining in their own words. Third, Ur also confirms that getting feedback provides good ideas of students' understanding. Hence, after grammar explanation, it is a good idea to delete everything that has been written on the board and

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to ask students to close their textbook in order to ask them to retell in their own words the grammar rules. Fourth, he also argues that it is a good idea to teach not only vocabulary, but also grammar at the beginning of the class when students are fresher and eager to engage with new material.

In order to review more information about the strategies to use when teaching grammar, I invite you to check the information provided in the following link: [enlace web](#).

Did you realize that pictures can make a huge difference when teaching grammar? In addition, in the video it is indicated that asking students to provide their own examples is a good way to know that they understood certain grammar aspects. Now, refer to other strategies than can be used when teaching grammar.

Nation (2009) proposes some activities for teaching grammar and the first one is **complete the sentences**. In this activity, students are given sentences with some missing words. "They must put the correct words with the correct form in the empty spaces" (p. 104).

Another activity is **put the words in order**, where the students are given sentences with words in the wrong order. Students need to rewrite the sentences by placing the words in the correct order.

Follow the model is another useful activity for reinforcing grammar. In this activity, students are shown a pattern and are given a list of words. Hence, students need to make new sentences by using the pattern as the model.

In **change the sentence**, teacher gives students some sentences and asks them to rewrite them, for example:

Rewrite these sentences using the past tense.

1. He wants to see me.
2. Do you like it? (Nation, 2009)

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Suggested activity

Strategies:

- Study unit 4, especially the topic related to teaching grammar.
- Reflect on the questions below:
 1. *If you learnt English or another foreign language, in school, how was grammar taught? What kinds of things were helpful/unhelpful in getting you to use the grammar of the language correctly?*
 2. *Watch a video of an experienced teacher explain a grammatical aspect to a class. Which strategies did the teacher use to teach grammar? Where they helpful? If so why? Did students understand the explanation?*



Self-evaluation 4

Dear students, take some minutes to answer the quiz below, which is going to help you measure your level of comprehension of unit four.

A. Decide if the statements below are true or false.

1. () Students learn more about the language by concentrating on different skills.
2. () The bottom-up processing involves the listener's ability to bring prior information to bear on the task of understanding the heard language.
3. () Scaffolding for discussion rules serves learners as a foundation for all forms of oral communication in English.
4. () Questioning skills might hinder students to develop their critical thinking.

B. Choose the activity that best fits with the description provided.

5. Which is the activity that involves students to work in pairs in order to develop picture drawing?
 - a. Listen and do.
 - b. Could you repeat that.
 - c. Word wheels.
6. Select the activity that invites students to work in groups and it involves dictation.
 - a. Listen and do.
 - b. Word wheels.
 - c. Could you repeat that.

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7. Choose the activity that helps students learn new words in order to expand their vocabulary knowledge.
 - a. Listen and do.
 - b. Word wheels.
 - c. Could you repeat that.
8. Which is the activity that involves writing and that is often used at the end of the class in order to measure learners' comprehension of a topic.
 - a. Exit tickets.
 - b. It's my word.
 - c. Historical essay.
9. Choose the activity that invites students to report on a word that was learnt out of class recently.
 - a. Exit tickets.
 - b. Historical essay.
 - c. It's my word.
10. Which is the activity that provides analytical response to a historically based question.
 - a. Exit tickets.
 - b. Historical essay.
 - c. It's my word.

I hope the short quiz above helped enhance your understanding on the strategies and activities for teaching English skills to adolescents and adults. Should you have any doubts, review the information provided in the answer-key at the end of this guide or contact your professor.

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Week 13



Unit 5. Classroom management

5.1. Dimensions of Classroom Management and Organization

Providing a good climate in the EFL classroom is the aim of most professors mainly because it guarantees to gain success in language learning. For this reason, careful attention needs to be given to classroom management. According to Hue and Li (2008), classroom management deals with teachers' role to create a positive learning environment where positive learners' interaction is promoted and effective learning is facilitated. The aim of a good classroom management is "to enhance the cognitive, personal and social growth of students, developing in particular their self-motivation, self-understanding, self-control, self-evaluation and self-management" (p. 4).

Hue and Li (2008) also claim that classroom management does not only have to do with students' discipline and behavior, but "it can be considered a means by which the broader purposes of classroom life can be achieved" (p. 5). Hence, the two main purposes of classroom management are creating and maintaining a positive learning environment, and promoting students' whole-person growth.

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In regards to the theories of classroom management, Manisha (2014) asserts that in 1930's and 1940's Skinner Burrhus Frederic proposed a research on "how the organism learns, regardless of its inherited potential, regardless of its stage of physical or psychological development, and often regardless of its species" (p. 79). In fact, he confirmed that learning is the result of the relation between stimuli and actions, or impulses to act. Additionally, Skinner also claimed that students will understand how to behave properly in the classroom if they receive rewards for good behavior or punishment for wrong/bad behavior. Hence, "behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result" (p.79). Skinner also developed behavior-modification techniques, which involve "training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education" (p. 79).

Another researcher that highly influenced on effective classroom management is Abraham Maslow, who was an important psychologist. Manisha (2014) explains that Maslow's purpose was to help students meet their own needs. For this reason, Maslow has claimed that "there is a definite order to in which individuals attempt to satisfy their needs" (p. 79). Accordingly, the Maslow's need hierarchy is summarized below (p.79):

- **Physiological satisfaction:** taking care of hunger, thirst, and rest
- **Safety:** avoiding injury, physical attack, pain, extreme temperatures, disease, and psychological abuse
- **Nurture:** receiving love and acceptance from others and having a feeling of belonging to a group.
- **A sense of personal value:** experiencing self-esteem, self-confidence, and a sense of purpose and empowerment
- **Self-actualization:** realizing one's full potential

This hierarchy can be associated in the education field. In this regard, Manisha (2014) claims that "school staff members may attend to

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basic physiological needs on a daily basis by providing breakfasts and lunches for needy students and, in some cases, making home visits to teach parents how to provide for their children's needs" (p. 80). Although not all needs can be addressed in the classroom, Maslow explains that some of them need to be considered.

Following Maslow's theory, Manisha (2014) affirms that providing good classroom management guarantees "protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults" (p. 80). Thus, by creating a positive learning environment where everyone respects each other, students have more opportunities not only to enhance their knowledge, but to grow personally. Manisha also indicates that "if a student feels cared for and can express those emotions and behaviors, the student will continue to build self-esteem and confidence" (p. 80).

Jacob Kounin conducted some research related to the influence of specific behavior setting and environmental conditions on student's behavior in the EFL classroom. In classroom management, Manisha (2014) describes that Kounin "identified a set of teacher behaviors and lesson characteristics, including, withitness, smoothness, momentum, overlapping and group alerting" (p.80). These characteristics define teachers' role since they confirm that teachers need to know all the time what happens in the classroom and if teachers can deal with different problems at a time.

5.2. Creating a positive atmosphere

Creating a positive environment conducive to learning is the aim of all English teachers. In order to fight with stressful situations in the EFL classroom, Manisha (2014) provides some preventive measures that need to be considered. First, **cooperation** between

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students and teachers, which can be done by building authentic relationships. For this to occur, meaningful conversations between teacher and students is necessary. In this way, students can connect with teachers and they can know each other, which enhances the opportunity for students to express their needs. Furthermore, teachers have the responsibility to understand students' cultural dimensions to establish mutual understandings and agreements.

The second preventive measure is **preparing the classroom environment for learning**, which means that the more students feel that the classroom is a safe place to learn and it has a positive environment the less stressful situation might occur.

The third preventive measure is **participation in learning**. Manisha (2014) explains that teachers need to allow all students to feel engaged in the learning process. This can be done by using appropriate teaching strategies. It has been confirmed that "when students are engaged in academic achievement, they are less likely to engage in inappropriate and/or disruptive personal or social behavior" (p. 80).

The third preventive measure is **setting parameters for cooperation**. It involves teachers and students to work together to set up classroom agreements in order to agree on procedures. Setting up good classroom rules is vital. In order to establish rules and a good classroom environment, teachers need to consider high standards for students. Once the rules have been established, teachers need to monitor student's behavior in order to measure the effectiveness of rules. A few strategies for controlling students' behavior are self-monitoring and daily behavior report cards. Another good strategy used by teachers to manage students' behavior is a token economy reward system. "With this strategy, students earn tokens for good behavior and accumulated tokens can be exchanged for a reward" (p. 81).

The strategies that work best with students in the classroom.

In order to know more about the importance of establishing good rules and seating arrangement, I invite you to review the information provided in the PDF document related to "Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior".

After reviewing this information, I invite you to answer to the following questions:

- Why the physical arrangement is important?
- What routines can be considered for having a more organized system in the EFL classroom?
- What teachers should do with students who always sit close to their friends?
- Which are a few effective seating arrangements teachers can do?
- What things should be considered to establish good classroom rules?

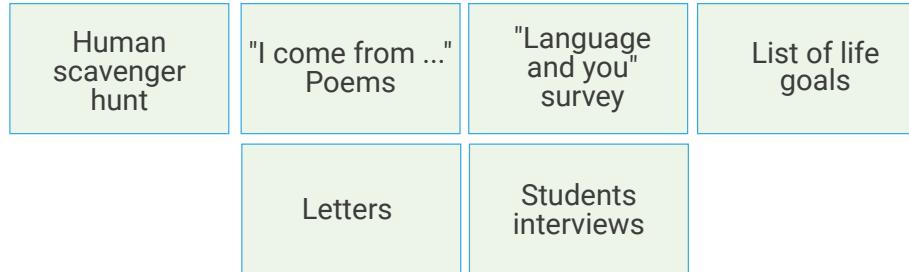
As you could notice, establishing good rules and seating arrangement in the classroom is essential to create an environment conducive to learning the language.

5.3. Building community in the EFL classroom

In order to have a positive climate in the classroom, it is also important to build a sense of community. Additionally, strategies teachers use daily play a significant role in engaging learners to increase their willingness to learn the language and develop their English skills. In this regard, Cloud et al. (2010) propose some activities teachers can use to increase students' sense of community:

Figure 17.

Activities to increase students' sense of community



Source: Cloud et al. (2010).

To expand your understanding in each of the activities included above, I invite you to review the information provided in the textbook in the topic Building community. After that, I invite you to reflect on the following questions:

- What does the human scavenger hunt activity involve?
- Why the activity "I come from..." Poems is suitable for knowing each other?
- What does the list of life goals activity refer to?

Nota: conteste las actividades en un cuaderno de apuntes o en un documento Word.

Finally, I invite you to review the information provided in the textbook in regards to activities for helping students to feel more confident when using the language. In there, you will find activities for helping students extend their oral, reading and writing skills, which might contribute to not only enhance their English skills but to increase the self-confidence when using the language.



Self-assessment 5

Dear students, take some time to answer the quiz below, which tries to help you strengthen your level of comprehension on unit five.

A. Decide if the statements below are true or false.

1. () Classroom management has only to do with students discipline and behavior.

B. Choose the option that best suits to each description.

2. To receive love and acceptance from others and to have a feeling of belonging to a group.

- a. Safety.
- b. Nurture.
- c. Self-actualization.

3. To experience self-esteem, self-confidence, and a sense of purpose and empowerment

- a. Nurture.
- b. Self-actualization.
- c. A sense of personal value.

C. Choose the preventive measures that best fits with the description provided.

4. Which is the preventive measure that states that it helps to build authentic relationships between students and teacher?

- a. Cooperation.
- b. Preparing the classroom environment for learning.
- c. Participation in learning.

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5. Which is the preventive measure that explains that students believe that the classroom is a safe place to learn?
 - a. Cooperation.
 - b. Preparing the classroom environment for learning.
 - c. Participation in learning.
 6. Which is the preventive measure that claims that students' desire to express ideas is a fact that demonstrates that they feel engaged with the class?
 - a. Cooperation.
 - b. Preparing the classroom environment for learning.
 - c. Participation in learning.
 7. Choose the preventive measure that involves teachers and students to work together to set up classroom agreements in order to agree on procedures.
 - a. Preparing the classroom environment for learning.
 - b. Participation in learning.
 - c. Setting parameters for cooperation.
- D. Choose the best options.**
8. What are the two strategies that help to control students' behavior. Choose two options.
 - a. Self-monitoring.
 - b. Rules.
 - c. Daily behavior report cards.

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- E. Choose the strategy that best fits with the description provided.
9. Which is the strategy where students and teacher take the responsibility to do the cleaning of the classroom?
- Dignity of labor.
 - Sitting arrangement.
 - Self-discipline.
10. Choose the activity that indicates that students have opportunity to express their opinions openly.
- Sitting arrangement.
 - Self-discipline.
 - Discussion/ 'Baatcheet'.

After completing this quiz, you can check your answers at the end of the guide in the answer key section. Should you have doubts related to any of the topics studied contact me.

Answer Key



Week 14



Unit 6. Planning and teaching English to adolescents and adults

6.1. Pre-planning

In order to have a good domain of the topic of the class, activities, materials that might help teachers to have a welcoming learning environment and to show up prepared every day, it is vital to design lesson plans. According to Walqui and Lier (2010), “teacher’s expertise manifest itself in the design and enactment of instruction that, in accordance with ambitious curricular standards, addresses the disciplinary, cognitive, and linguistic needs of students” (p. 141). Hence, in order to respond to students’ needs and to reach the learning goals, a careful process to design the class is necessary. Walqui and Lier (2010) go further when they claim the following:

Lessons, as components of units, are developed with micro objective and serve as stepping stones toward students’ attainment of a unit’s key concepts and skills. Lessons invite students to play with these concepts by engaging in the typical academic activities of those who practice the discipline: the

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critical review of texts, application of ideas, construction of explanations, drawing of inferences and conclusions, comparing and contrasting ideas or processes, connecting events, motivation, and action, and evaluating concepts and processes, all through oral and written discourse.

Moreover, Walqui and Lier (2010) confirm that the basis of lesson plans are established by “determining students’ multiple needs and deciding which multiple overlapping zones of proximal development the lesson will target” (p. 149).

In regards to lesson plans, Harmer (2001) claims that they help teachers to identify aims and anticipate potential problems. He defines lesson plans as “proposals for action rather than scripts to be followed slavishly” (p. 308).

Harmer also proposes that before designing a lesson plan, a pre-planning is necessary since some fundamental factors such as students’ proficiency level, educational background, learners’ level of motivation and learning styles need to be considered. He also declares that knowledge on the content and organization of the syllabus is essential. Once all this information has been gathered, it is important to consider the four main planning elements detailed below for starting to work in the pre-planning phase:

Figure 18.

The four main planning elements of the pre-planning phase

| Activities | Skills | Language | Content |
|---|---|---|--|
| <ul style="list-style-type: none">It is essential to consider what students will be doing in the classroom, the way they will be grouped, if they will work quietly researching on books or internet or if they will be involved in group-writing activity.It is necessary to think what kind of activity would be best for a particular group in a particular part of the lesson. Hence, varied type of activities need to be designed. | <ul style="list-style-type: none">Defining what language skills students need to develop is highly important.It is also important to plan how students are going to work with the skill and what sub-skills we wish to practice. | <ul style="list-style-type: none">Deciding what language students need to learn, practice, research and use is important, but it is just one aspect that teachers need to focus on. | <ul style="list-style-type: none">Teachers need to select topics that provoke students' interest and involvement.It is up to teachers' hands either to follow the topics of the stated textbook or to replace them with something else. |

Source: Harmer (2001).

6.2. The components of a lesson plan

After the pre-planning process, it is necessary to start making the plan. Hence, the main components of a lesson plan are the following:

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Description of the students, which means to have a general idea of students' age, level and atmosphere to a more specific description of individual learners such as "what they find easy or difficult, how they respond to different activities, among others" (Harmer, 2010 p. 160).

Aims and objectives mean what is expected to achieve. Setting up primary and secondary aims is essential since anyone who observes the class can realize if those objectives were met. Harmer (2001) indicates that the lesson aims need to be specific and directed towards an outcome which can be measured. "*If we say My aim is that my students should/can... by the end of the class, we will be able to tell, after the lesson, whether that aim was met or not*" (p. 314). Hence, lesson's objectives indicate what we expect our students to do, not what teachers are going to do. Lessons often include more than one aim. Below are included a few examples of aims proposed by Hamer (2001 p. 314):

Figure 19.

Examples of aims of a lesson plan

AIMS:

1. To allow students to practice speaking spontaneously and fluently about something that may provoke the use of words and phrases they have been learning recently.
2. To give students practice in reading both for gist and for detail.
3. To enable students to talk about what people have done wrong in the past, using the "should (not) have + "done" construction.
4. To have students think of the interview genre and list the kinds of questions which are asked in such a situation.

Source: Hamer (2001 p. 314)

In order to create measurable objectives, it is necessary to have a good domain of Bloom's taxonomy verbs. This taxonomy was proposed in 1956 by Benjamin Bloom. It includes six levels of learning, which can be used to build the learning objectives, lessons and assessment of a course. The six level objectives are the detailed below:

Figure 20.

The six level objectives of Bloom's taxonomy



Source: Hamer (2001).

In order to fully understand the use of the Bloom's taxonomy, I invite you to review the information provided in the following website: [enlace web](#).

As you could see, creating learning objectives can be a bit easier when using Bloom's taxonomy.

Procedures, which is the description of how the plan will be executed (methodology). It deals with the activities, and timing of the lesson. It is important to include the type of activity, its procedure and the timing as well as the aids we will be using and include the different

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interactions that will take place in the class. Harmer (2001) explains that symbols can be included to describe interaction in the classroom for examples: T means teacher, S means an individual student, T→C means the teacher working with the whole class, S,S,S means students working in their own, S<--->S means students working in pairs, SS<--->SS means pairs of students in discussion with other pairs, GG means students working in groups. The example below demonstrates the procedure of an activity (p. 315):

Table 3.
The procedure of an activity

| | Activity/Aids | Interaction | Procedure | Time |
|---|-----------------------|-------------------------------------|---|-------------|
| 1 | Group decision-making | a. T → C b. S,S,S | T tells students to list five things they would take into space with them (apart from essentials). | 1' 2' |
| | Pen and paper | c. S <---> S d. SS <---> SS (GG) | SS Take their lists individually. | 3' 4' |
| | | e. T <---> GG | In pairs students have to negotiate their items to come up with a shared list of only five items to take to a space station. | 5' |
| | | | Pairs join with other pairs. The new groups have to negotiate their items to come up with a shared list of only five items to take to a space station. | |
| | | | The T encourages the groups to compare their lists. | |

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Apart from including detailed information of activities, it is important to have a plan for **anticipated problems** and suggestions to deal with them.

Harmer (2010) indicates that when designing a lesson plan, it is necessary to consider **extra activities/materials** in case they are needed, especially when things go quicker than anticipated.

Another component of a lesson plan are the **materials to be used in the lesson**. It means that “teachers may attach examples of the material they are to use with the students to their plan” (Harmer, 2010 p. 160).

Success indicators, which refer to the way “the teacher indicates how s/he will be able to measure the success of what happens (it may also be called evaluation)” ((Harmer, 2010 p. 160).

Finally, **homework/Further work**, which “shows what teachers have thought about beyond the actual lesson” (Harmer, 2010 p. 161).

Below, it is included a format of a lesson plan which has been provided by Harmer (2010 p. 161):

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Figure 21.
Format of a lesson plan

| Group: | Date: | Time: | No. of students: | | | | |
|--|-----------------------|------------------|--------------------|-------------------|--|--|--|
| Recent topic work: | Recent language work: | | | | | | |
| Aims: (stated in input terms, i.e. what the teacher intends to do) | | | | | | | |
| Objectives: (stated in output terms. i.e. what the students are expected to do) | | | | | | | |
| Assessment: | | | | | | | |
| Materials: | | | | | | | |
| Anticipated problems: | | | | | | | |
| Timing | Teacher activity | Student activity | Success indicators | Aims of the stage | | | |
| | | | | | | | |
| Additional possibilities: | | | | | | | |
| Homework/Further work: | | | | | | | |

Source: Harmer (2010 p. 161).

When designing a lesson plan, it is necessary to follow certain guidelines or format. In order to be more aware of the planning guidelines proposed by the Ministry of Education of Ecuador, I invite you to review the information provided in the following link, pay careful attention to the topic related to lesson plans: [enlace web](#).

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After reading, reflect on the following questions:

- What are some important characteristics featuring lesson plans?
- What are some fundamental questions that need to be answered before planning a lesson?

As you could see, lesson planning is necessary to reach the learning outcomes of the class and to be well prepared.



Suggested activity

Strategies:

- Review the information provided in the guide in regards to lesson planning.
- Analyze the information provided in the **REA** “Elements of a good lesson plan” available at: [enlace web](#).
- After reviewing this resource, reflect on the following questions:
 1. What question should teachers ask to themselves when preparing lesson plans?
 2. What does sequencing include?
 3. Why is it necessary to consider *timing* when designing lesson plans?
 4. How would you support students that need extra help?
 5. Why is it useful to plan assessment?
 6. What type of materials can be considered when designing lesson plans?



Week 15

6.3. Three moments in a lesson

According to Walqui and Lier (2010), a well-scaffold lesson includes three essential moments: first, preparing students for the learning embodied in the lesson text; second, scaffolding students' interaction with the text, and third, extending their understanding of the ideas in the text.

In regards to the first moment **preparing learners**, it has to do with getting students ready to understand the lesson. The main purposes of preparing learners are the following; first, to establish an interest in and focus for the lesson; also, to activate students' relevant prior knowledge connected to the theme and relationships identified by the lesson's objective and to introduce a few of the most essential new words, in context.

There are many activities to invite adolescents and adults to focus their attention on concepts to be developed. Walqui and Lier (2010) explain a few of them and he mentions that the **think-pair-share** task can be used for this purpose. The aim of this task is to invite students to think on a time they faced a difficult situation. In a pair group they share ideas and when called upon by the teacher to share the information, the chosen students start describing his/her classmate's answer and then theirs. Another activity that can be used is **quick-write/round-robin**, which aims at focusing students on concepts that would be developed in the class in order to activate students' prior knowledge. Students work in groups of four; then, teacher asks questions and students have some time to prepare answers. Students

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compare and contrast ideas. At the end, students share their ideas with the teacher and the class.

Walqui and Lier (2010) also propose the use of **novel ideas only**, whose purpose is to invite learners to argue their knowledge or intuitions in regards to a specific topic. This is a group activity where each student prepares an idea related to a specific topic in order to build a list of ideas; later, they share their ideas with the class and classmates.

Concerning the second moment of the lesson **interacting with text**, Walqui and Lier (2010), claim that teachers often plan activities to encourage students to work through a text and to pay careful attention to its constituent. Walqui and Lier also indicate that “teachers must consider which of its ideas are substantive and generative for their students’ academic development; how these ideas interconnect in key relationships with each other, and consequently, where teachers expect to scaffold students’ development and construction of understanding” (p. 168).

Walqui and Lier (2010) also suggests some activities to increase learner’s interaction and to go beyond the surface of a text in order to lead them to interpret, make logical inferences, provide accurate explanations, hypothesis and predictions. These activities

The first activity is **double-entry journal**, which is also known as a dialectical journal. It consists in a two-column chart, where students are invited to do something in the left-hand space and to support their work with evidence in the right-hand space. Teacher provides the format of the activity and students have opportunities to interact by asking questions to each other related to a text.

Another activity is **reading with a focus**, where students are given two or three questions before reading to a text. These questions alert students on the key points of the text, which helps them to

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understand the new information. Walqui and Lier (2010) affirms that reading with a focus gives English language learners a schema for the reading and permission to not understand everything. The example below proposed by Walqui and Lier (2010 p. 171) helps students to focus on the most relevant information:

Ask students to read Act I, scene ii silently. Explain that in this scene Macbeth and his best friend, Banquo, meet the three witches, the “weird ones,” who tell them what will happen in the future. Let students know that as they read the scene, all they need to understand are the answers to the following questions:

- What do the three witches predict for Macbeth (lines 49-51) and Banquo (lines 66-68)?
- How do the two friends react to these prophesies?
- Ask students to take notes to help them prepare to answer the questions.

After students have struggled with the text and have come up with answers to the questions, lead a class discussion of their answers, clarifying the prophecy. Point students’ attention to the apparent contradictions in the text. How may they be explained? This is a question to be revisited at the end of the play.

Finally, the **bookmark task** invites students “to deliberately think about what they need to do when they encounter difficulties with a text. It provides students with language routines and different ways of approaching each of the strategy areas and gives students choices about how to proceed” (p. 173). An example is provided by Walqui and Lier (2010 p. 171):

Table 4.
Clarifying bookmark example.

| What you can do | What you can say |
|--|---|
| 1. Identify confusion as you go. | <ul style="list-style-type: none"> ▪ Did my attention wander? ▪ Is vocabulary stopping me? ▪ Are pronouns stopping me? ▪ Am I confused about a particular phrase or sentence? |
| 2. Reread. Look for context clues. | <p>First, I should reread the sentence where I got confused.</p> <p>Second, if I'm still confused, I should reread the sentence after the one where I got confused.</p> |
| 3. Make connections to background knowledge. | <ul style="list-style-type: none"> ▪ What do I know about this topic? ▪ Where have I seen or heard something like this before? ▪ This concept or idea is related to..... |
| 4. Make your best guess at the gist of the text chunk. | <ul style="list-style-type: none"> ▪ Even though I'm not sure, I think this text chunk means ... ▪ A sensible meaning for this text chunk might be.. ▪ This text chunk seems to be about something like... |

After students have worked deliberately through a text, it is time for **extending understanding**, which means to help students “to extend their understanding of the text, connect it to other ideas beyond the text, and apply their new learning to multiple other situations” (p.177). A good activity for helping students to extend their understanding is **collaborative mind mirror** since “it allows groups of four students to synthesize and represent their understanding of a character in literature or history” (Walqui & Lier, 2010 p. 179). In this activity, students imagine their selected character looking in the mirror; instead of referring to its physical characteristics students need to think of its inner mind for example, thoughts, needs, wishes fears among others. To express ideas, students create a collaborative poster of their character’s psyche.

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Another activity is **monologue**, which consist in writing a monologue based on a historic figure or literary character. Students are invited to go inside a character's mind.

An extra activity is **literary devices**, which helps students to extend their understanding "by having them work in groups to identify excerpts from the text as representative of particular literary devices" (p.183).

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Self-evaluation 6

Dear students, after reviewing information related to unit 6, I invite you to take some minutes to answer the short quiz below, which intends to help you strengthen your level of understanding on the previous topic.

A. Decide if the statements below are true or false.

1. () Lesson plans help teachers to identify aims and anticipate potential problems.
2. () Factors such as students' proficiency level, educational background, learners' level of motivation and learning styles need to be considered are considered in the pre-planning phase.
3. () Lesson's objectives indicate what teachers are going to do, not what they expect students to do.

B. Choose the option that best answers to the stated question.

4. Which is the element of planning that invites teachers to select topics that provoke students' interest and involvement?
 - a. Activities.
 - b. Skills.
 - c. Content.

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5. Which is the element of planning that deals with what students will be performing during the class?
 - a. Activities.
 - b. Skills.
 - c. Content.
6. Which is the activity that invites students to think on a time they faced a difficult situation?
 - a. Think-pair-share.
 - b. Quick-write/round-robin.
 - c. Novel ideas only.
7. Which is the activity that focuses students on concepts that would be developed in the class in order to activate students' prior knowledge?
 - a. Think-pair-share.
 - b. Novel ideas only.
 - c. Quick-write/round-robin.
8. Choose the activity that invites learners to argue their knowledge or intuitions in regards to a specific topic.
 - a. Think-pair-share.
 - b. Quick-write/round-robin.
 - c. Novel ideas only.
9. Which is the activity that invites students to think about what they need to do when they encounter difficulties with a text?
 - a. Novel ideas only.
 - b. Bookmark task.
 - c. Reading with a focus.

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10. Choose the activity that invites students to answer to two or three questions before reading a text.
- a. Novel ideas only.
 - b. Bookmark task.
 - c. Reading with a focus.

Great job! Should you have questions about any of the topics studied contact me, I'd be pleased to help you.

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Final activities of the first bimester



Week 16

Welcome to the last week of the second bimester! First of all, I want to congratulate you for the effort devoted to the study of each of the units of this bimester. I recommend you to complete all the suggested activities as well as the self-evaluations, so that you can be fully prepared for second bimester exam.



4. Answer key

| Self-evaluation 1 | | |
|-------------------|-----------------|--|
| Question | Answer | Feedback |
| 1 | difficult | It has been confirmed that adolescents are the most difficult learners. |
| 2 | interest | When adolescents are interested in a topic its easier for them to learn the language. |
| 3 | abstract issues | Discussions based on abstract issues promote learners' interest to express and contrast ideas. |
| 4 | T | Adult learners have clear expectations for learning a new language and are highly motivated to do it. |
| 5 | F | Adult learners do not usually have problems related to discipline since they have their expectations for learning the language clear. |
| 6 | b | Socialization is a characteristic related to adolescents, which means that to socialize with friends and family is important for this group of students. |
| 7 | a | <i>Cognitive processes</i> is a characteristic related to adolescents and it focuses on the way these learners think. |
| 8 | c | Adolescents go through emotional changes that highly affect the way they behave in the classroom and with people. |
| 9 | F | Adults sometimes find it difficult to do individual learning or self-learning at home |
| 10 | F | Most of the times, adult learners feel nervous and afraid to ridicule and criticism when they make mistakes. |

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| Self-evaluation 2 | | |
|--------------------------|---------------|--|
| Question | Answer | Feedback |
| 1 | c | The direct method gives more emphasis on listening and speaking skills. |
| 2 | b | In the direct method, teachers use pictures to explain the meaning of new words. |
| 3 | b | In the reflection stage students have more opportunities to brainstorm students' ideas. |
| 4 | a | Recording complete conversations promotes learners' practice and allows teachers to provide immediate feedback. |
| 5 | c | Students have the opportunity to express their feelings in regards to their classmates' recording. |
| 6 | c | Students have more opportunities to develop their writing skills by transcribing what they hear. |
| 7 | c | At this stage, students can enhance their grammar and vocabulary knowledge. |
| 8 | T | When teaching adults and when using the Community Language Learning the teacher helps adult learners to answer all their doubts and reach all their needs. |
| 9 | F | To help learners to feel more confident when using the language in dialogues and conversations is the aim of socio-effective strategies. |
| 10 | T | Metacognitive strategies have demonstrated to be the most effective in the adult's teaching and learning process. |

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| Self-evaluation 3 | | |
|-------------------|----------------------|--|
| Question | Answer | Feedback |
| 1 | Independent | Andragogy allows adult learners to be independent, so that they can carry out some learning activities. |
| 2 | Following | In the pedagogical model students have a passive role since they follow teacher's instructions. |
| 3 | Learners' experience | Learners' experience plays a significant role in the andragogical model since it allows students to provide more accurate responses in discussions and in problem solving. |
| 4 | T | The facilitator is in charge of the positive climate in the classroom. |
| 5 | F | The facilitator in the andragogical model plays the role of a counselor, lecturer, and advisor, a person with experience in the field. |
| 6 | a | Adults need to know what they need to learn before learning it. |
| 7 | b | Adults have a self-concept of being responsible for their own decisions and for their own lives. |
| 8 | b | Adults feel more motivated when they are involved with activities that are related to their living experience. |
| 9 | c | Adults feel more eager to learn things that will serve them perform better later in life. |
| 10 | a | Adults enjoy learning things that will help them complete tasks or deal with problems that they face in their life situations. |

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| Self-evaluation 4 | | |
|-------------------|--------|---|
| Question | Answer | Feedback |
| 1 | F | It is believed that students learn more about the language by concentrating on listening. |
| 2 | F | The bottom-up processing involves the listener paying close attention to every detail of the language input. |
| 3 | T | Scaffolding for discussion rules provide learners' the basis to keep a conversation, to stay on the topic and to respond appropriately. |
| 4 | F | Questioning skills help students to develop their critical thinking. |
| 5 | a | In this activity students have more opportunities to use the language orally by giving instructions. |
| 6 | c | It promotes negotiation and dictation. |
| 7 | b | It can be used in any content area and helps students to enhance their vocabulary knowledge. |
| 8 | a | It is a writing activity and it invites students to remember information from a taught topic. |
| 9 | c | When reporting on a new word, students have more opportunities to keep it in their long-term memory. |
| 10 | b | It is a writing activity that involves students to present a thesis and to support it with evidence and fact. |

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| Self-evaluation 5 | | |
|-------------------|--------|---|
| Question | Answer | Feedback |
| 1 | F | Classroom management involves not only the control of the class but also to promote students' whole-person growth. |
| 2 | b | Students need to feel they are accepted in a group to increase their willingness to learn the language. |
| 3 | c | When students' self-esteem is increased, they will have more opportunities express openly and freely in the classroom. |
| 4 | a | It allows teacher and students to have more meaningful conversation which enhances their opportunities to know each other in a deeper manner. |
| 5 | b | It invites teachers to have a positive classroom environment conducive to learning. |
| 6 | c | In order to increase learner's participation, teachers need to be able to use appropriate teaching strategies. |
| 7 | c | When agreements are set up, it is easier to monitor students' learning process. |
| 8 | a y c | The main strategies for controlling learners' behavior are self-monitoring and daily behavior report cards. |
| 9 | a | Students become more responsible to offer their help for the better of everyone in the classroom. |
| 10 | c | Students can freely express their concerns if either a classmate or the teacher breaks a rule in the classroom. |

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| Self-evaluation 6 | | |
|-------------------|--------|--|
| Question | Answer | Feedback |
| 1 | T | Lesson plans help teachers to have the necessary tools to find answers to difficult situations. |
| 2 | T | Considering these factors bring teachers to have a successful class. |
| 3 | F | Lesson's objectives are always going to indicate what teachers expect from their students to do. |
| 4 | c | Selecting the content to be covered during the class is necessary to increase learners' participation during the class. |
| 5 | a | Designing activities is vital to promote language learning in the EFL classroom. |
| 6 | a | This activity promotes speaking and invites students to share ideas based on a specific situation. |
| 7 | c | This activity allows students to share ideas on the things they know about a topic. |
| 8 | c | This activity enhances students understanding of a topic and promotes group work. |
| 9 | a | This is a suitable activity for working with beginner learners since they are invited to reflect on the possible problems they will have to deal with when reading or listening to a text. |
| 10 | c | This activity is helpful since its goal is to alert students on the key points of the text, which helps them to understand the new information. |

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Characteristics of adolescents

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Teaching English to adolescents

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ABSTRACT

This thesis deals with a challenging matter which is teaching English language to adolescents. Teaching as a process of transmitting knowledge is very important but habitually, it may be very problematical on the particular age level. Teenage learners differ from other learners as they are thought to be the most disobedient in behaviour and most discouraged to learn. Adolescence is a difficult time in a child's life when a lot of psychological and physical transformations take place. Therefore, it is significant for teachers to become familiar with these changes in order to work effectively. There are plenty of useful and efficient methods that teachers can integrate into their lessons to increase students' understanding and improve overall comprehension.

Keywords: English language; adolescents; teenage learners; adolescence; teachers

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INTRODUCTION

The first chapter of this thesis deals with the definition of the term “teaching” and provides a general description of teaching methods. The methods are divided into conventional and unconventional methods and are presented with their most popular techniques and aims.

The second chapter presents general characterization of adolescents and description of the adolescents as learners of English language. The teacher should be familiar with the characteristics of the teenage learner so that he will know how to act and cope with all the problems which may appear during the learning process. What is more, proper learner's classification will facilitate this process and show the teacher most suitable ways to cooperate with the learner. This chapter also shows what types of learning styles and strategies are in language learning process.

The third chapter is devoted to the chosen methods for teaching English to adolescents, taking into consideration exact age and needs of the learners. This chapter also deals with the most fruitful styles and learning strategies which help the learner become the most successful.

CHAPTER ONE

Teaching English

1.1. Teaching – definition

Teaching is the didactic process in which both the teacher and student participate, and its main goal is to promote and support learning. According to Johnsson-Walker (1828) teaching means instructing, informing as a master; delivering any doctrine or art or words to be learned; or giving intelligence. (Kimble-Garmey, 1963:133) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” According to Brown (2000) teaching should be defined with a term of learning, because “teaching” facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process.

1.2. Conventional Methods

Conventional methods are thought to be traditional methods. However, they can be found in a daily teaching practice and other new methods originated from them. Following Komorowska (2001) there are four fundamental conventional methods. The **Direct Method** is one of the earliest methods used in the ancient times. The central purpose of this method is refraining learners from using the native language in order to lead the conversation in the target language. The direct method consists in conveying the meaning through action and presentation without the necessity of translating it into the native language. The role of the teacher and a learner is to be partners, and their relation is friendly and complementary. In this method the most significant feature is speaking and the less important is correcting grammar. The teacher does not revise all the student's errors in order to give him the possibility to self-correction. Teacher's commands in the classroom are only in the target language and the evaluation of the learner occurs in an oral way. The distinctive techniques used in the direct

method are reading out loud, question – answer tasks, practicing dialogues, gaps- filling and a dictation.

Komorowska (2001) characterizes the **Grammar Translation Method** as the oldest and the most traditional method of teaching foreign language. This method concentrates generally on learning the grammar rules and their usage in translation of foreign language texts. The lesson is conducted in the native language which is used for some explanations. The most important thing of reading texts by learners is to become acquainted with a new structure and analysing it, the content of the texts does not matter. There is no communication output on the lessons so that learners may often fail in speaking. The teacher is in the centre of the class and his role is to be an authority. Vocabulary is presented through the lists of words with their translations into the native language. All students' errors are corrected and clarified to lower the possibility of repeating them. The teacher evaluates learners by means of written tests where most of the tasks are translating sentences into a foreign language.

The Audio - Lingual Method is the method, which has many common features with the Direct Method and "was firmly grounded in linguistics and psychological theory" (Brown, 2000:23). The target language is not used and there is a great impact on speaking. The main goal of this method is to acquire by the learner the communicative competence. The most characteristic aspect of ALM is learning and memorizing whole sets of phrases through many drills as repetition drill, substitution drill, question and answer drill, expansion drill, background build – up, chain drill etc. The presentation of a new material is usually in a dialogue form, and most of the lesson is devoted to repeating particular dialogue sentences. There are no explanations of the grammar rules because grammar is taught by inductive way. The teacher avoids the situation when the learner could make an error so that he does not have to correct him. What is uncommon in this method there is no evaluation or tests.

Another example of conventional method presented by Komorowska (2001) is **Cognitive Code Learning**. The main goal of this method is to develop by the learner the communicative competence, which may allow him to understand and produce infinite number of correct sentences by means of the grammatical rule.

Cognitive code learning was not so much a method as it was an approach that emphasized a conscious awareness of rules and their applications to second language learning. It was a reaction to the strictly behavioristic practices of the ALM, and ironically, a return to some practices of Grammar Translation. As teachers and materials developers saw that incessant parroting of potentially rote material was not creating communicatively proficient learners, a new twist was needed, and cognitive code learning appeared to provide just such a twist. Unfortunately, the innovation was short-lived, for as surely as rote drilling bored students, overt cognitive attention to the rules, paradigms, intricacies, and exceptions of a language overtaxed the mental reserves of language students.
(Brown, 2000: 24)

According to Krashen (1982) Cognitive Code Learning also help to improve all four student's skills, not only speaking, but also writing, grammar and reading comprehension. He claims that Cognitive Code posits competence over performance and the knowledge of the native speaker is the conscious knowledge. Krashen (1982) states that once the learner become familiar with the language structures, his language skills will develop automatically, and he will be able to use the language in meaningful situations.

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Learning and testing take place systematically, and after every part of teaching material, the tutor evaluates learners through the tests. What is worth to emphasize, in this method all students' errors are treated as a normal aspect of the language learning process. What is more, it is strongly believed, that instant contact with the foreign language will eliminate those errors in the future.

1.3. Unconventional Methods

According to Komorowska (2001), there are loads of common features, which may characterize all the unconventional methods. The most important one is focusing on the learner and respecting his rights, giving him sense of security, paying attention to the learning styles and the interests of the learner. This method shows that communication is learnt not only through the mind, but also through body and even emotions.

Komorowska (2001) lists five unconventional methods; the first one is the **Total Physical Response**. It is based on the assumption that during the process of foreign language learning, learners do a lot of listening and at the same time, they physically react to the particular commands given by the teacher. "The instructor is the director of a stage play in which the students are the actors" (Asher, 1977:43). This is the method, which uses the comprehension approach, what means that learner's understanding is put on a first place in the process of language acquisition. The native language is rarely used; the meaning is conveyed through the movement of the body. Main characteristics of this method are teacher's commands in the imperative form, physical response and the listening are more important than oral production and students are not forced to speak until they feel ready to do it. In TPR it is significant to make learning a pleasurable and not stressful thing. One of the techniques applied in this method is role play. As soon as students' responding to the commands is correct enough, they can start to give the instructions to the teacher or to their classmates.

Another unconventional method which is described by Komorowska (2001) is **Silent Way**. In this method one of the characteristic features is that the teacher is silent most of the lesson time and his major role is to be an assistant and a person who will motivate the learners. The central role is played by the students, who actively participate in the lecture and lead the conversation. This method is known for using **Cuisenaire Rods** and **Sound-Color Charts** which are colorful materials with pronunciation patterns, grammar rules or vocabulary lists. The other materials like course books are excluded from the lesson. Silent Way, additionally, shows students' independence and prepare them to deal with the problems on their own without tutor's help. "Teachers had to resist their instinct to spell everything out in black and white, to come to the aid of students at the slightest downfall; they had to "get out of the way" while students worked out solutions" (Brown, 2000:29). In Silent Way students' errors are considered to be ordinary elements which always appear during the educational development.

The next method which is worth to point out according to Komorowska (2001) is **Community Language Learning** (also called Counseling Language Learning). This method assumes that communication between people occurs only when they want to exchange information on a particular subject. The learners are treated as clients and the teacher's role is to enable them conveying the messages as a counselor. In the first stage of the learning process students are dependent on the tutor. The lesson is conducted in the first language, the students ask the teacher about the information they need in their native language and he gives the translated material for them. The lessons are recorded and subsequently analyzed with the teacher. The syllabus of the lessons is prepared with taking into consideration students' individual needs and is related habitually with speaking and understanding competence.

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Reading and writing is also practiced but as a technical ability, and is based on what the learners have already learnt. This method allows the teacher to test the students in many ways, however he executes that in a very friendly and not stressful way towards the learners. Students are encouraged to show their emotions and share observations and they are not forced to speak if they feel insecure. "As the learners gain more and more familiarity with the foreign language, more and more direct communication can take place, with the counselor providing less and less direct translation and information, until after many sessions, even months or years later, the learner achieves fluency in the spoken language. The learner has at that point become independent" (Brown, 2000:104).

The **Natural Approach** is a method consisting in listening to foreign language conversations whose main sense is understandable for learners because it results from well known situations. The method imitates acquiring the language in the same way as it is gained by small children when they learn their mother tongue. Learners are not forced to speak, the stress is eliminated and students are provided with sense of security.

The Natural Approach was aimed at the goal of basic interpersonal communication skills, that is, everyday language situations-conversations, shopping, listening to the radio, and the like. The initial task of the teacher was to provide comprehensible input-spoken language that is understandable to the learner-or just a little beyond the learner's level. Learners did not need to say anything during the "silent period" until they felt ready to do so. The teacher was the source of learners' input and the creator of an interesting and stimulating variety of classroom activities-commands, games, skits, and small-group work. (Brown, 2000: 108)

At the beginning learners may build the sentence incorrectly and in a very slow way. Teacher does not correct the grammatical errors which do not restrain communicating process.

Suggestopedia is another unconventional method which Komorowska (2001) specifies. This method concentrates generally on positive suggestion. Some of the learners are blocked and do not want to participate in the language learning process which usually is caused by the fear and conviction that they do not have capability to gain new knowledge. Suggestopedia's main aim is to convince them that they are wrong by creating them the situations which will facilitate the language development. The most unique technique used in that method is playing the baroque music which has a specific rhythm and some people believe in its relaxing properties. Other important factors which create good atmosphere are comfortable places to sit and dimmed lights. The classroom is organized in the way that is friendly for students.

As Harmer (2001) states, one of the Suggestopedia's features is **infantilisation** which consists in taking the role of a child by the learner and the parent by the teacher to remove the learning barriers. The teacher uses so called "peripheral learning" which relates to all the posters, grammar material and decorations in the class which help with language attainment. The tutor initiates some visualization exercises, does the role - play tasks and dialogues. There are not any tests in this method in order to keep the good atmosphere. The errors are tolerated, what is more, there is a greater impact on the content, not on the structure. The lesson proceeds in three stages:

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There is an oral review section in which previously learnt material is used for discussion. This is followed by the presentation and discussion of new dialogue material and its native language equivalent. Finally, in the 'séance' or 'concert' session, students listen to relaxing music (slow movement from the Baroque period at about sixty beats per minute are preferred) while the teacher reads the new dialogue material in a way which synchronises with the taped music. During this phase there are also several minutes of solemn silence and the students leave the room silently (Harmer, (2001:89).

CHAPTER TWO

Characteristics of adolescents

2.1. Adolescents – general characterization

Adolescence illustrates the teenage years between 13 and 19. As marked by Maier (2011), in this time a lot of crucial changes occur in young people's life. They shift from the carefree childhood to the more intricate adult world. This is a time of physical, emotional and moral development. First characteristic feature of adolescence is **physical change**. Teenagers experience growth spurts which relate to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity.

Another major characteristic worth to mention is **socialization**. Adolescents start to socialize with their peers rather than with the family. During childhood, kids treat their parents as an adult role models, but it changes through the adolescence time. Nevertheless, it does not mean that the family is less important for teenagers.. They simply try to be more independent and define who they are, and that is more possible with an interaction of the peers. According to Bishop and Inderbitzen (1995) peer groups serve a number of important functions throughout adolescence, providing a temporary reference point for a developing sense of identity. Through identification with peers, adolescents begin to develop moral judgment and values. Adolescents are conscious of the fact that they may be judged by the others through their behaviour and appearance, that is why they pay the huge attention to the clothes and other things just to fit to "their society".

We cannot omit the **cognitive processes** in the adolescents characteristics. Teenagers' way of thinking and reasoning undergoes some transformations. They begin to comprehend the abstract things, develop their language skills, as well as verbalization, which permits for communicating in a more extensive way. Abstract thoughts help teenagers in developing a sense of social consciousness and justice, moreover they make it easier for teens to decide if their choices are right in accordance with their morality. Following Piaget (1950), adolescents have an ability to consider situations logically, taking into account their cause and effect concepts and use symbols through the means of broad imagination.

Maier (2011) also postulates that **emotional changes** are key factor in characteristics of adolescents. Adolescence is a period when teenagers are going through so called "emotional storm". Parents and teachers may observe aggressive behaviors and some discipline problems. Adolescents become irritable and moody. As their curiosity and willingness to experiments rises, they reach for forbidden substances, such as cigarettes and alcohol. The fact that adolescents have more independence is one of the reason for their insubordinate actions. As the parents do not have constant control of their life anymore, teenagers start to take advantages of that. Behavioral problems might to result in depression, unwanted pregnancy or crime troubles. It is crucial to react as soon as some characteristic signs appear in order to avoid the critical phase.

2.2. Adolescents as learners of English language

As noticed by Ur (1996), teenagers have a reputation for being the most difficult learners. Although their potential is bigger than the young children, they seem to have lack of motivation, are less liable to teacher's encouragement and not easy to supervise. It takes a lot of time for the teacher to gain their trust and respect. Most of the adolescents do not want to familiarize with the tutor in order to not be seen by the peer-group as a teacher's favourite student. Adolescent learners are keen on participating in making decisions which are closely related to the lessons material and the learning program.

English lessons as well as other subjects in school, are not a priority in a teenager's hierarchy. Students are notoriously hard to please and teachers have to always look for original activities that will both capture and hold students' attention. However, this is only a part of the picture. "Anyone who has taught secondary school students has had lessons, even days and weeks, when task seemed difficult, and on especially bad days hopeless. Yet if, as the methodologist Penny Ur suggests, teenage students are in fact overall the best language learners" (Harmer, 2001: 38).

2.3. Learning styles and strategies

Before we turn to the types of learning styles and strategies, it is essential to provide the definition of what is styles and strategies are:

Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning (and personality type, as well) that pertain to you as an individual, and the differentiate you from someone else. For example, you might be more visually oriented more tolerant of ambiguity, or more reflective than someone else – these would be styles that characterize a general pattern in your thinking and feeling (Brown, 2000:113)

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one - or several in sequence – for given problem. (Brown, 2000:113)

Learning styles might be defined as cognitive, affective and physiological attributes which guide and show the learners how to perceive, interact with, and respond to the learning environment. What is more learning styles are all characteristic features which differ one learner from the other and describe the way in which the students behave in the classroom. There are numerous types of learning styles and due to the fact that a long list of them must have been created, we choose only those essential to name and describe.

First type of learning styles can be divide into **Field Independent Style** and **Field Dependent Style**. Former one is an ability to perceive a specific item in a place where some other distracting items appear. "A field independent style enables you to distinguish parts from a whole, to concentrate on something (like reading a book in a noisy train station), to analyse separate variables. On the other hand, too much FI may result in cognitive "tunnel vision": you see only the parts and not their relationship to the whole. "you can't see the forest for the trees," as the saying goes (Brown, 2000:115). Field dependent is something

contradictory. We perceive the whole picture, the larger view, the general configuration of a problem or idea or event.

Left- and Right-brain Functioning is thought to be equally important in foreign language learning. According to Brown (2000) students with left-brain dominant preferred to be taught through **deductive style** of teaching. They may be characterized as analytic readers who rely on language in thinking and remembering. Those students favour logical problem solving; do not have troubles in responding to verbal instructions and prefer talking and writing. They also like to experiment. However, learner with right-brain dominant choose **inductive style** of teaching as more effective one. They are intuitive and in that way they solve the problems. They rely on images; respond to illustrated instructions and are not too eager do experimenting.

A third type of learning styles mentioned by Brown (2000), is **Ambiguity Tolerance**. People, who have high tolerance for ambiguity, manage with situations in which some instructions may not be absolutely clear for the receiver. For instance, a lot of students who do not know foreign languages well, translate sentences incorrectly without the proper word order or tense, or literally and it makes the clause devoid of sense. It depends on a person if he is tolerant and understanding or not.

The person who is tolerant of ambiguity is free to entertain a number of innovative and creative possibilities and not to be cognitively of affectively disturbed by ambiguity and uncertainty. In second language learning a great amount of apparently contradictory information is encountered: words that differ from the native language, rules that not only differ but that are internally inconsistent because of certain "exception", and sometimes a whole cultural system that is distant from that of the native culture. Successful language learning necessitates tolerance of such ambiguities, at least for interim periods or stages, during which time ambiguous items are given a chance to become resolved. (Brown, 2000: 120)

Modality is a learning style pointed out by Komorowska (2001), and it can be described as a method of responding to certain impulses and the way of purchasing knowledge. We can distinguish three categories of student's modality: **visual learner**, **auditory learner** and **kinesthetic learner**. Visual learner has to study from his notes, needs to have everything in the correct order and likes when the teacher writes important information on the board. He does not tolerate any chaos around because it disturbs his learning process. Auditory learner likes to hear his voice that is why he learns through repeating the material out loud. Those students gain a lot of knowledge by means of listening to the teacher, rather than writing down the information; they also do not pay too much attention to the things written on the board or posters and diagrams. Kinesthetic learner prefers to learn through the body movement; he walks while repeating the material. This student also likes to experiment, plays roles, uses gestures during the speech. He may find it difficult to sit in one place for a long time and become distracted by his need for exploration and activity.

According to Brown (2000), **strategies** can be divided into **learning strategies** and **communication strategies**. "The former relate to input – to processing, storage, and retrieval, that is, to taking in messages from others. The latter pertain to output, how we productively express meaning, how we deliver messages to others" (Brown, 2000:123).

Learning strategies split into three groups. First type are **meta-cognitive strategies** which involve planning for learning, thinking about the learning process, monitoring one's production or comprehension, and evaluating learning after an activity is completed. The

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purpose of teaching meta-cognitive strategies is to provide students explicit teacher instruction for a specific learning strategy. Firstly, a meta-cognitive strategy is a memorable plan of action that provides students an easy to follow procedure for solving a particular problem. They are taught by the use of explicit teaching methods and include the students' thinking as well as physical actions. Some of the most common meta-cognitive strategies come in the form of mnemonics which are meaningful words where the letters in the word each stand for a step in a problem-solving process or for important pieces of information about a particular topic of interest. Those strategies are memorable and accurately represent the learning task.

From the Brown's (2000) point of view, **cognitive strategies** are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Cognitive strategies are one type of learning strategies that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning. The learners remember new words by visualizing them in a memorable or ridiculous situation. This way makes it easier and faster to recall the words. Activities used in the classroom which can be described as cognitive strategies include making mind maps, visualization, association, mnemonics, using clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.

Other examples of strategies presented by Brown (2000) are **socio-affective strategies**. They have to do with social mediating activity and interacting with others. Those strategies are used to learn with others and to control social and affective aspects of learning; Asking for help, repetition, clarification, confirmation. They aim to make people cooperate in order to achieve a common goal. They push you to experiment with language and ideas without fear of making errors, what is more this strategies make positive statements during a task and reduces stress by reminding self of goals, progress made and resources available. Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general.

Communication Strategies are strategies that learners use to overcome the problems with communicating in order to convey their intended meaning. We can define them as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch and Kasper, 1983:36). Strategies may include **paraphrasing**, which refers to learners using different words or phrases to express their intended meaning. Also **substitution** when learners may avoid a problematic word by using a different one. **Coining new words** relates to learners creating new words or phrases for words that they do not know. Moreover, **asking for clarification** or **avoidance**, which takes multiple forms. Learners of a foreign language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the foreign language. Learners sometimes start to try to talk about a topic, but abandon the effort during the utterance after discovering that they miss the resources to complete their message.

CHAPTER THREE

Methods of Teaching and strategies of learning English to adolescents

3.1. The chosen methods for adolescents

Adolescents, as a very demanding group of learners, need to be taught in a systematic way. In this particular age level it is recommended to use methods of teaching which will emphasize all four learning skills like listening, speaking, reading and writing but put a stress especially on the communicative competence. The Direct Method and Counseling Language Learning seem to be appropriate methods of teaching English to teenagers.

Some features of the **Direct Method** are still employed in classrooms with the main emphasis on listening as well as speaking, the target language is used for instructions, and teacher uses images to exemplify the meaning. The Direct Method teaches the foreign language in the same way as students learn the mother tongue. We can also add that through this method language is taught in a very natural way. We can encourage students to try to think in English rather than in their target language. When they start to express themselves by means of English, they will acquire fluency in speaking better. Students will be able to speak or write about their ideas in foreign language without the necessity to translating them into mother tongue.

The lessons including the Direct Method should employ speaking tasks that will last at least a half of the lecture time. Students should be actively involved in using the language in realistic everyday situations. Lessons should give the opportunity for students to use language in real contexts. We should persuade our pupils to speak as much as possible. The teacher can use the reading aloud technique. Students can practice through reading a passage, play, or dialogue aloud. At the end of the lesson, the teacher should explain the meaning of the material via gestures, diagrams or other materials and clear everything to learners.

This method gives the learners possibility to self-correction. The teacher make the students to self-correct by giving them a choice between what they said and an alternative answer and asking them to choose the right one. There are, also, other ways which allow the students to self-correct. The teacher might repeat what a student has already said, with a questioning voice in order to signal to the student that he made a mistake. Another chance for the teacher is to repeat the section and stop in the moment where the error occurred. The student knows that the next word was wrong. The other technique of the Direct Method like conversation practice enable students to produce questions and answers. The teacher may ask learners a plenty of questions in the foreign language, which the students have to comprehend to be capable to answer correctly. After they have practiced with the teacher, they can ask each other.

Another method of teaching English which is thought to be suitable for adolescents is **Counselling Language Learning**. Learners appreciate the fact that this method offers them the autonomy. The students often become a real community. Adolescents are very bound with their peers and this method gives them the opportunity to work together. Students know about their strengths and weaknesses and like to work as a group. A typical lesson, which is conducted by means of CLL has five stages and they can be compared to the evolution from the childhood to the adulthood. "In order for any learning to take place (...) what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group" (Brown, 1994: 59).

First stage is **Reflection**. Students may sit in a circle around in order to form a community atmosphere. The students think in silence and decide what they want to talk about. The teacher stands outside the circle. If our students do not have a lot of ideas they can do the brain-storming. The second stage is **recording the conversation**. After students have chosen a topic, they tell the teacher in the mother tongue what they would like to say and the tutor

gives prepared chunks in English. With higher levels if the students feel comfortable enough they can say some of it directly in English and we give the full English sentence. Students are working on fluency recording their passages one by one until a whole conversation has been finished.

The third stage is **discussion**. The students exchange their opinions about the recorded conversation, their feelings and attitudes. The fourth stage involves **transcription**. Students are listening to the record and transcribing it. The teacher intervenes when students request for help. The last stage consists in **analyzing**. This consists in looking at the form of tenses and vocabulary and explain why they were chosen. In this stage the students are completely engaged in the process, moreover, learners can decide what part they would like to analyze.

"Community Language Learning is the most responsive of the methods which is reviewed in terms of its sensitivity to learned communicative intent. It is applied in various settings; it is used as an aid for language learning, under the radar, academically. The value of CLL has been its emphasis on whole-person learning; the role of a supportive, non-judgmental teacher; the passing of responsibility for learning to the learners. The teacher must also be relatively non-directive and must be prepared to accept and even encourage the adolescent aggression of the learner as he or she strives for independence" (Nagaraj, 2009: 180)

Another method which is the **Grammar Translation Method** appears to be effective if we want to inculcate in our adolescents the knowledge of grammar rules and give them the strong basis of how to create sentences using the correct tenses. There are certain types of learners who respond very positively to a grammatical syllabus as it can give them both a set of clear objectives and a clear sense of achievement. Other learners like to rely on the mother tongue and have the opportunity to compare grammatical structures to the first language equivalents. This method gives learners a basic foundation and enable them building their communicative skills. It is easier and faster for learner when we explain the meaning of the words through translation. "Translation seems to be a useful tool if used sparingly, but it should be used with caution." (Harmer, 1993:86)

A lot of time is consumed if the teacher explains meanings of lexical things by means of definitions and illustrations. The teacher's effort is saved. "Sometimes it is worth giving the mother tongue equivalent rather than to pending valuable time trying to define or show the meaning. It is of great value when no easy alternative suggests itself or highlight the danger of false cognates." (Harmer, 1993:86). Pupils do not have difficulties in responding to questions in the native language. The teacher can in a simple way evaluate the students from what they have learnt. Communication between the teacher and the learners does not cause any problems. This method is good because students, who are taught successfully, will have the ability to translate even difficult texts from their native language into English. They possess a knowledge of English grammar, including verb tenses. These students will be familiar with English literature, which can be used for grammatical analysis and exercises.

The process of teaching the rules of a language must make it possible to the students to express their opinion correctly and to understand the comments which the teacher addresses to them. The advantage of GTM is that by the time students leave college, they will control the tools of the language like vocabulary, grammar; they will be able to read and understand texts in various contexts. Teaching grammar increases awareness that language forms a system which students can analyze. The pupils can follow their progress in practicing the language by comparing the results. Thus they can adapt the grammatical rules and control the internal

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logic of the syntactic system. Our students are capable to recognize a text as a whole and to understand how the language functions.

3.2. The most fruitful learning styles

Students, in fact all individuals, are the most effective when taking into consideration their personal learning style. As the most fruitful learning styles for adolescents we should consider the three types in term of **modality** mentioned by Komorowska (2001). There are many tests available to help the teacher discover which are best learning style for his learners. Generally speaking, if in the classroom there is someone who is more likely to think in pictures, prefer to meet with someone in person, and are more likely to want visual diagrams when completing a project the learner has tendencies towards **visual learning**. Similarly, if students like to think in terms of sounds, prefer to speak on the phone with someone, and want verbal instructions then they are **auditory learners**. Finally, if the students think in terms of moving images, prefer to participate in an activity with speaking with someone, and tend to jump right into a project without reading directions they are **kinesthetic learners**.

After we discover what types of learning styles our learners prefer the most, we will make the process more effective and enjoyable. Visual learners prefer to use books or flashcards for rote memorization. If they also do not have a strong auditory aptitude, they may struggle with developing conversation skills. One way they can boost their listening skills is to use computer programs or video devices to provide subtitles or other visual clues to what they're hearing.

Auditory learners may have the easiest time developing conversation skills. They benefit more than other types of learners by listening to instructional tapes, watching English TV, listening to English radio, or listening to English music. Kinesthetic learners often need to use some sort of physical activity to help themselves learn. For many, merely taking notes during class or from a textbook can help. They also cope well with speaking in the lessons out loud, or using software that encourages interactivity.

3.3. The most fruitful learning strategies

The functions of strategies help students to access information from memory, make connections between what they know and what they are learning. The teacher assists students in problem solving and promote retention of newly learned information. Strategies must be explicitly taught to help students help themselves. When students have difficulties in moving through a particular task and developing their language skills the teacher should provide them with a variety of strategies that are proven to be successful. By doing this, teachers will offer the necessary background to move students to the next level.

The tutor who has to teach adolescent learners will use the strategies that will facilitate most of all the communicative competence. Therefore, the **communication strategies** give the impression of being most appropriate. Learners can use those strategies to support communication with other students and gain a lot of benefits. "People who employ communication strategies achieve a lot more with their limited language than those who do not employ (them) at all" (Bress, 2004: 30). "Moreover, the use of communication strategies facilitates spontaneous improvisation skills and linguistic creativity" (Dörnyei--Thurrell, 1994: 22)

A lot of native speakers repair the communication breakdowns by using strategies. As a teachers we should encourage our learners to use communication strategies because it will help them to sound like native speakers. In order to develop in our students the ability to

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sustain the conversation and let them find out how foreign people communicate, we can organize the discussions with real native speakers.

For adolescents **socio-affective strategies** seem to be helpful as well. Using social strategies in foreign language learning is quite efficient and allow the students to be more self-confident in speaking in English. When a lot of students participate in class and use these strategies, then this has a good impact on language lesson. The teacher may use audio visual materials to make the session interesting and engaging for the pupils. Some affective strategies as asking open questions are automatically combined in exercises such as discussions. These social strategies result in increased interaction between the teacher and learners. What is more, it ensures students' active participation in any future classroom lectures. Socio-affective strategies are thus an important tool in language learning.

CONCLUSIONS

In conclusion, an attempt was undertaken to show how challenging matter is teaching English to adolescents. In this particular age level, students cause a lot of problems for a teacher. It is strongly related to the fact that adolescents go through a very stormy period, including significant psychological and physical transformations. Therefore, the teacher has to know the characteristics of adolescents in order to have a correct attitude to them. This information also makes it easier to understand the reasons of the problematic teenagers' behaviour and allow the teacher to intervene, as well as help.

The teacher has an important role to play because he is responsible for making the students to learn in a best possible way. In order to facilitate the language learning process the tutor may use many different methods and techniques which he finds most suitable for teenagers. While preparing the lesson the teacher should also become familiar with the types of learning styles and learning strategies and decide which method to use to adjust them.

The tutor's vocation is to discover the way in which the learner will completely succeed in foreign language learning. Moreover, we should not forget that every student as an individual has to have his needs to be fulfilled but the teacher has to do this in a way which does not neglect the rest of the class.

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Teaching English to Adults

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ABSTRACT

This thesis deals with a complicated matter of teaching English language to adults. Teaching is highly challenging, intellectually demanding and emotionally rewarding. A teacher has in his hands welfare of his students and it is his responsibility to instill knowledge into them. Adult learners have characteristics that distinguish them from "traditional" school or college learners. They are considered to be very demanding students because they already have experiences on the educational and working field so the organized learning plan seems to be essential for them. Teachers choose suitable methods of teaching with deliberation taking into account adults' styles of learning because the right choice makes the teaching and learning process more effective.

Keywords: teaching English language; students; learning process more effective

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1. INTRODUCTION

The **first chapter** of this thesis deals with the definition of the term “teaching”. Teaching can be defined in different ways, depending on the author and the point of view. These various definitions are presented in the chapter. It also presents the overview of teaching methods divided into conventional and unconventional ones. Methods are shown with their most popular techniques, aims, and teacher roles.

The **second chapter** pertains to general characterization of adults and description of the adults as English language learners. The teacher becomes acquainted with characteristics of the adult learner in order to have the correct attitude to him and use appropriate teaching methods. High demands and high motivation to learn show how distinctive group of students are adults. In this chapter, the author also describes learning styles and strategies.

The **third chapter** is devoted to the most appropriate methods for teaching English to adults taking into account specific age and demands of the adult learners. This chapter also deals with the adults' styles of learning which are conducive to attaining success in English. It also describes the most fruitful learning strategies of adult learners.

2. TEACHING ENGLISH

2. 1. Teaching - definition

In “Longman Dictionary of Contemporary English”, various definitions of the verb to “teach” can be found. It may be defined as “to show someone how to do something” (Summers, 2003: 1701) but also as “to show or tell someone how they should behave or what they should think” (Summers, 2003: 1701). Walter (2005), the author of “Cambridge Advanced Learner’s Dictionary” claims that teaching is giving knowledge to someone or to instruct, train someone. This is an activity that occurs between two people: the giver and the receiver.

The giver is a more experienced and mature teacher and the receiver is a group or individual students. The teaching definition can't be reduced to a simple formula of “telling and testing” because “it is the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning” (Agrawal, et al., 2008: 202). According to Agrawal, et al., (2008) teaching is an activity that is planned and systematic. Its aim is to change behaviours of other people. Good learning arouses motivation in students and evoke the desire to learn. The teaching process can diagnose students' weaknesses. The teacher gives suitable remedies, eliminates drawbacks and constantly helps the student develop his language skills. However, the meaning of this term is not so simple and unequivocal. Mangal (2009) in her “Essentials of Educational Technology” states that: It is a very complex, social, cultural and ethical process designed in a social or cultural concept”

By all means and in any shape, it is always designed within a social context and, therefore is related to the social structures, cultural environment values and ideas of the people, society and the government. All this factors stand for the flexibility and dynamism and, therefore the meaning and definitions of teaching have always in a state change depending on the need of time, place and society. (Mangal, 2009: 125)

Gage (1963) writes that teaching is a type of interpersonal influence and aims at changing other people's behaviour. Whereas Smith (1961) defines it as system of actions intended to evoke learning process. Morrison (1934) points out that teaching is a close contact between a more and less mature personality which is designed to educate. Overall, in simple

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words the term “teaching” can be defined as a planned activity taken in order to make somebody know something.

2. 2. Conventional methods of teaching

Conventional methods are considered to be traditional methods. They can be found in the everyday practice of teaching and a lot of their content is borrowed by the newer and latest methods. Some basic conventional methods are:

According to Komorowska (2000) the **Direct Method** is one of the earliest methods of teaching that has been used since the time of Greek teachers in Rome. It is based on a natural teacher and student contact which is established during the time they spend together. This method, as the main aim of teaching suggests, recognizes the ability to hold a conversation. The basic way of teaching is enabling pupils to participate in natural conversations taking place in foreign language. One of the ways to achieve this goal is being a teacher, preferably a foreigner, the other is going abroad, to the country whose language we want to learn. Systematic learning of grammar, pronunciation or the vocabulary is not required here. There is no specified selection and gradation of learning content. The teacher uses the natural sentences in a natural pace and in natural situations. The only help in understanding what he is saying is the context and the situation in which the conversation takes place. Mistakes are hardly ever corrected during the conversation in order not to destroy the conversation flow. As it was noticed by Richards and Rodgers (1986), in the Direct Method, instructions are made only in the target language and only everyday expressions and sentences are taught. Oral communication skills are very important and conversations are organized in a form of question and answer exchanges between the teacher and a student. The teacher is introducing new teaching points only orally. Grammar is taught inductively and vocabulary is taught “through demonstration, objects, and pictures” (Richards -Rodgers, 1986: 12). Abstract vocabulary is taught “by association of ideas” (Richards -Rodgers, 1986: 12). This method is based on a strong belief in the role of a living language, the value of the situation and context as well as the importance of contact with the authentic, natural foreign language.

The **Grammar - Translation Method** “was probably the most commonly used way of learning languages for hundreds of years - and it is still practiced in many situations. Practitioners think that, by analysing the grammar and by finding equivalents between the students’ language and the language to be studied, the students will learn how the foreign language is constructed” (Harmer, 1998: 30). As Komorowska (2000) writes the purpose of this method is to master the grammatical system and vocabulary of a foreign language which allows independent reading and understanding of texts. The way to achieve this goal is reading and translation of texts from the foreign language to the native language as well as an explanation, comment and analysis of grammatical forms that occur in them. In this method, simplified didactic texts written by the author of the textbook or adapted literary texts are used. Monitoring and evaluation of learning outcomes are done by testing grammar or have the character of a written translation. “A concentration on grammar - translation stops the students from getting the kind of natural language input that will help them acquire language and it often fails to give them opportunities to activate their language knowledge . The danger with grammar -translation, in other words, is that it teaches people about the language and doesn’t really help them to learn the language itself” (Harmer, 1998: 30).

Audio - Lingual Method is the method in which the emphasis is laid on listening, then a student begins to speak, read and write. As Komorowska (2000) says the purpose of this method is to master four language skills starting from talking and listening ending with reading and writing. In this method, language proficiency is training adequate habits (sustainable connections between stimulus and response). Audio - lingual method is mostly used in these stages of lesson in which new lexical or grammatical material is introduced.

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Also, all the classes can be carried out by using this method. First, the student listens to recordings or lecturer speech and then repeats the heard speech as accurately and as quickly as possible. This method is based on the assumption that language is a fixed set of sentences and language structures that can be learned. The teacher is a model to follow watching over students' linguistic behaviour whose task is to play scenes and dialogues. The most important thing is to speak in English. Wrong habits are controlled by multiple repetition and role play dialogs. During the classes, the teacher talks only in English and there are no standard tests. As Harmer (1998) writes, classes during which audio - lingual method is used are concentrated on long - repetition drill stages which are intended to develop good language habits. "By rewarding correct production during these repetition phases, students could be conditioned into learning the language." (Harmer, 1998: 31). This method first introduced the concept of a planning language course and curriculum forming. Substantial amount of exercise techniques the so called language drills, was taken over by other teaching methods.

Cognitive Method is a modernized variant of the Grammar – Translation Method. It is based on the assumption that when we know the grammatical system of the English language, we will be able to create an infinite number of original sentences, similar to the case of the mother tongue. This method is mainly based on learning grammar and actually helps in its understanding, for example, by comparing the structures of mother tongue and a foreign language. Making mistakes while learning is considered to be normal as the process of language proficiency takes some time. Teaching is systematic, assessment of educational process is done currently. The revision is made after each part of the material and it is followed by a test. In this way, both student and the teacher know to which degree the knowledge and skills have been mastered. Komorowska (2000) noticed that in cognitive method, language use is not habitual but innovative and the ability to learn a language is inborn. The language proficiency is achieved through a contact with a foreign language in a real - life situation. It is noteworthy, that the meaning is fully understandable for a student. Students by trial and error creates their own way of forming sentences. This method first drew attention to the creative use of a foreign language as well as to the role of receptive skills - especially listening. It also discovered the value of the error as a necessary step in the learning process and restore faith in the wisdom of reflection, analysis, explanations and the teacher comments. It also stressed the validity of the situation when the student independently forms his own opinion and trains carrying on a natural conversation. These elements are the lasting values in teaching methodology.

2.3. Unconventional methods of teaching

Today, unconventional methods of teaching are gaining more and more popularity. They are based on the psychology of learning. The focus is put on the student, his interests, preferences and learning styles. According to Komorowska (2000), we can distinguish five unconventional methods of teaching English:

As Komorowska (2000) writes **Total Physical Response**, known also as TPR, was elaborated in the 70's, in the United States by Asher. It is based on the assumption that learning and remembering of new linguistic material is easier when the student is demonstrating two types of behaviour - listening in silence and physical movement associated with the lesson content. As Richards and Rodgers (2001) write TPR is a method that involves game like movements that are reducing student's stress and creates a positive mood in learner which makes learning easier. That method is basing on the coordination of speech and action. The main activity in the TPR is giving commands in the imperative which students obey. In Total Physical Response Method, oral proficiency is taught at the beginning level and action - based drills are used. Teaching in this method consists of simple commands given by the teacher. These commands, firstly demonstrated by the teacher, help students understand them

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and are constructed so that students are able to follow them easily. In each case, however, physical movement and the work of the whole body is necessary. The aim is to run both the left hemisphere of the brain that is responsible for language and speech and the right hemisphere responsible for the physical movement. It is requisites which are used in this method not textbook. The plan of the course is organized around grammatical structures and vocabulary kits for each situation. This method is suitable especially for the early stages of teaching. Abstract vocabulary and complex sentences are introduced by using sheets which they are written on. TPR is very successful in courses for children. Its role as a technique for individual exercises carried out in the middle of class when students' attention is lowered is also significant. The teacher has to provide a bit of movement and relaxation for his students.

"**The Silent Way** is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called cuisenaire rods and for his series Words in Color, an approach to the teaching of initial reading in which sounds are coded by specific colors." (Richards - Rodgers, 2001: 99) As Richards and Rodgers (2001) noticed, in this method, the teacher is silent most of the time in the classroom and students are encouraged to produce as much language as possible. Learning hypotheses of Silent Way Method could be stated as follows:

- 1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- 2. Learning is facilitated by accompanying (mediating) physical objects
- 3. Learning is facilitated by problem solving involving the material to be learned." (Richards - Rodgers, 2001: 99).

As mentioned by Komorowska (2000), in this method, linguistic material is reduced to simple words and sentences that are easy to demonstrate and filled with vocabulary gradually expanding to about 800 words. Memorizing a new content takes place in complete silence after students hear new words and phrases. Instead of textbooks, rods and phonetic boards are used in the learning process. According to Komorowska (2000).

Community Language Learning (CLL) is a method developed by the professor of psychology Curran. "Community Language learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL thus can be seen as derived from the counselor - client relationship." (Richards - Rodgers, 2001: 113). This method is based on the assumption that any use of the language as well as any attempts to learning it are an interpersonal (group) process associated with the interaction and communication. It is also based on the belief that communication between people takes place only within the matters which participants of interaction really want to talk about. Only those students who want to say something speak and they speak only about the things that they really want to communicate to the others (at the beginning, they can do it in their native language). Teacher - translator, standing outside the circle of the group gives an expression in a foreign language, records the outcome and saves it. Then the student says version in a foreign language without the help of the teacher. In this way, the common "textbook" is created. CLL method emphasizes students responsibility for their own learning, its aims, content and process.

As pointed out by Komorowska (2000), **The Natural Approach** was founded in the 70's in the USA by Terrell and Krashen. It is based on the assumption that the so called significant exposure is crucial to mastering the language. Learning is done by listening to speeches in foreign language whose general sense is understandable for the student. In this

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way, children learn their native language effectively. First attempts to speak are made when the student feels ready for that. In Natural Approach, the teacher uses a simple but natural language. He or she talks about what is happening here and now, uses a variety of facial expressions and gestures and repeats his or her statement in a number of ways . The teacher appreciates every sign of understanding. This method is also based on the belief that eliminating stress is the key for the success in learning. If exposure to the language is accompanied by positive emotions, sub conscious and spontaneous absorption of the language takes place. The main tasks of the teacher in this method are providing the maximum number of natural, sensible, simple statements and creating an atmosphere of safety and acceptance. This method highlighted the often underestimated role of security sense in the school.

“**Suggestopaedia** is a method developed by the Bulgarian psychiatrist -educator Georgi Lozanov. Suggestopaedia is a specific set of learning recommendations derived from Suggestology (...). The most conspicuous characteristics of Suggestopaedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behaviour of the teacher.” (Richards - Rodgers, 2001: 142). The most unique feature of this method is the use of Baroque music during the process of learning and teaching. Baroque music has a specific rhythm (60 beats per minute) and Lozanov believed that this music can put students in a state of relaxation and concentration and because of that large amounts of material can be absorbed and fixed . The aspect of this method is also the use of comfortable seats and dim lights which are also helpful to create the atmosphere of relaxation. Both infantilizing of the learners and providing complete control over the class to the teacher (authoritative role) are typical for Suggestopaedia. The presence of posters, grammar materials, decorations related with the foreign language is also very important. Dialogues which are translated to the students' mother tongue are very helpful in teaching and learning process. The main aim of this method is to get to the brainpower of students in order to accelerate the process thanks to which students learn to understand and use a foreign language to communicate.

3. ADULT LEARNERS

3. 1. Adult learners – description.

It is known that there are major differences between children and adults. They think, speak and behave differently. That is why the teachers' attitude towards adults is different and they themselves, are also treated differently. Usually, adults are defined as learners who are characterized by a complete intellectual and social maturity. These are the students who are aged 19 or over.

According to Harmer (1998), the biggest difference between adults and younger learners is that they come to the class with **great learning experience**. Usually, they have gone through many years of education and then may have studied at a higher level. Because of long history of good and bad learning experience adults have formed strong opinions about how process of learning and teaching should be carried out. Their previous schooling experience (their achievements) may also cause assumptions that they are going to fail or achieve success. “Adults are frequently more nervous of learning than younger pupils are. The potential for face becomes greater the older you get .” (Harmer, 1998: 11). Harmer states that older students who are coming back to the classroom after long absence often have high level of anxiety about the learning process.

“Adults can be disruptive and exhausting too. They may do it not in same way as younger learners, but teachers of this age group will have experiences of students who spend the lesson talking to their neighbors when the teacher is trying to focus their attention or who

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disagree vocally with much of what the teacher is saying. They arrive in class late and fail to do any homework." (Harmer, 1998: 11). As Komorowska (2000) writes, current communication plays an important role while teaching adults. This usually results from their situation at work and future plans. For example, if adults need language knowledge for tourism, they may wish lessons were focused only on the efficiencies of the everyday language. If they need knowledge to pursue the professional correspondence they may want to focus on the efficiencies of reading and writing. Their wishes are taken into account while planning a language course.

Teaching adults usually does not cause as many problems as teaching in the lower age groups. This is because adults generally are not forced to learn the language so they have a **strong motivation to learn**. This greatly facilitates the work of the teacher. Although the motivation of adults to learning is high, they rarely spend the right amount of effort on learning. This is because they **lack time to learn** on their own. Adults are people who work professionally and a part of that they have family and social responsibilities. Therefore, it is hard to expect from them individual learning at home and doing homework. An **irregular attendance** on classes is also a clear difficult y. It is caused by work career, family and organizational problems that are in evitable in the life of adults. We also keep in mind that adults who often work in the important positions in the companies and have to fulfil responsibilities can hardly bear the transition to the role of student who is corrected and reprimanded by the teacher. Those people are **afraid of ridicule and criticism from the other adults** as well.

"We are all products of our environment, our genes and our experiences; so are your students. Their ages, tastes, politics, attitudes, knowledge, experience, aptitude, ability and intelligence (and the list could go on) are all different. They may well be at very different stages in their lives. They will all have different needs and make different demands on you." (Corder, 2002: 10).

3.2. Learning styles

Learning style is the way in which a person learns, acquires knowledge or skills. It is a well-known fact that different people absorb information in very different ways. Some people prefer to learn by listening, others by reading. Some prefer to work in a group, while others prefer to work alone. For decades, learning styles were sorted and categorized in many different ways. Sometimes, people use more than one style of learning. People can also change the way in which they learn depending on the situation which they are in. "The way we learn things in general and the way we attack the problem seem to hinge on a rather amorphous link between personality and cognition; this link is referred to as **cognitive style**. When cognitive styles are specifically related to an educational context, when affective and psychological factors are intermingled, they are usually more generally referred to as **learning styles**" (Brown, 2000: 113). Speaking about learning styles, Field Independence, Field Dependence, Left and Right Brain Dominance, Ambiguity Tolerance, Reflexivity and Impulsivity will be analysed next.

According to Braham (2000) **Field Independence** can be defined as an internal locus of orientation. On the other hand, **Field Dependence** is "the tendency to be "dependent" on the total field so that the parts embedded within the field are not easily perceived, though, that total field is perceived more clearly as an unified whole. Field dependence is synonymous with **Field Sensitivity**." (Brown, 2000: 115). Both FI and FD learning styles are important for foreign language learning and have advantages and disadvantages. The FI learner achieves higher degree of success in learning which involves attention to details, analysis, drills, mastering of exercises and other focused activities. By contrast, the FD learner, seems to find himself in tasks requiring communication skills and in everyday language situations beyond

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the constraints of the classroom.

It has to be mentioned that **Left and Right Brain Dominance** also influences learning styles. While looking at **learning styles**, it is very important to determine hemispheric dominance. Brain research confirms that both left and right side of the brain are involved in almost all human activities. The left side of the brain is more analytic and processes in a logical and sequential order. The right side is more creative, visual and processes holistically, randomly and intuitively.

A third learning style is **Ambiguity Tolerance**. As Chapelle and Roberts (1986) write, ambiguity tolerance is “a person’s ability to function rationally and calmly in a situation in which interpretation of all stimuli is not clear.” (Chapelle - Roberts, 1986: 30). The advantages and disadvantages of this style can be found in the following citation: The person who is tolerant of ambiguity is free to entertain a number of innovative and creative possibilities and not be cognitively and affectively disturbed by ambiguity and uncertainty. In second language learning a great amount of apparently contradictory information is encountered: words that differ from the native language, rules that not only differ but are internally inconsistent because of certain “exceptions” and sometimes the whole cultural system that is distant from that of the native culture (Brown 2000: 120).

On the one hand, this ambiguities have to be tolerated to learn a language successfully, on the other hand, with too much tolerance people can become „wishes-washy” which means accepting every proposition without subsuming necessary facts.

Reflexivity and impulsivity measures “a person’s tendency to inhibit initial responses and to reflect on the accuracy of an answer rather than the tendency to respond impulsively” (Grabowski and Jonassen, 1993: 112). People who are considered “reflective” are slower than the average ones. These students need more time to do the task and more accurate work. “Impulsive” people are defined as faster than median and are likely to rush through the specified task missing the correct answers. We also have to remember that R/I have some important considerations for foreign language teaching and learning. “Teachers tend to judge mistakes too harshly, especially in the case of a learner with an impulsive style who may be more willing than reflective person to gamble at an answer. On the other hand, a reflective person may require patience from the teacher, who must allow more time for the student to struggle with responses.” (Brown, 2000: 122).

All the learners tend to show individual preference toward either **visual or auditory style**. “Visual learners tend to prefer reading and studying charts, drawings, and other graphic information, while auditory learners prefer listening to lectures and audiotapes. Of course, most successful learners utilize both visual and auditory input, but slight preferences one way or the other may distinguish one learner from another, an important factor for classroom instruction” (Brown, 2000: 122)

3.3. Learning strategies

“**Learning strategies** are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence” (Oxford, 1990: 1). Brown (2000) defines **strategies** as operation modes for achieving certain results, specific methods of approaching a task or problem, planned projects for manipulating and controlling particular information. When writing about foreign language acquisition, two strategy types can be distinguished: **learning** and **communication** strategies. The former are related to input - taking in messages from others and deal with storage, memory, recall and receptive domain. The latter pertain to output - how we express meaning.

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Metacognitive „is a term used in information - processing theory to indicate an „executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed” (Purpura, 1997: 289). As O’Malley and Chamot (1990) write metacognitive strategies can be divided into nine types: advance organisers, directed attention, selective attention, self-management, advance preparation, self-monitoring, delayed production, self-evaluation and self - reinforcement.

As Brown (2000) writes, **cognitive strategies** are restricted to particular learning tasks and more direct manipulation of the learning material is involved. According to Chamot and O’Malley (1990), we recognize 16 types of cognitive strategies: repetition, resourcing, directed physical response, translation, grouping, note-taking, deduction recombination, imagery, auditory representation, keyword, contextualization elaboration, transfer, inferencing.

Brown (2000) pointed out that **socioaffective strategies** involve interacting with others and socialmediating activity. Brown also writes that socioaffective strategies are actually communication strategies. Two of these strategies can be distinguished:

- cooperation - “working with one or more peers to obtain feedback, pool information, or model a language activity” (Brown, 2000: 126)
- question for clarification - “asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples” (Brown, 2000: 126)

According to Brown (2000), 1970’s early research has led to recent attention to **communication strategies**. These strategies were defined as conscious plans for solving a problem in attaining a specific communicative goal. Two types of communication strategies are: **avoidance** and **compensatory** ones. Brown (2000) states that **avoidance** is considered to be a very common communication strategy. **Syntactic** or **lexical** avoidance is the most common type of avoidance strategy.

It appears when learner, not being able to come up with the correct word, avoids particular lexical item. **Phonological** avoidance occurs when a student has difficulties in producing the sounds or correct pronunciation. Learners frequently replace particular word with another because of the fear of pronouncing something incorrectly. In **topic** avoidance the whole topic of conversation may be avoided. Students manage to devise various methods of topic avoidance: changing the topic, pretending not to understand or even not responding. Brown (2000) pointed out that **compensatory** strategies are simply strategies that learners may need to use to compensate missing knowledge. There are ten types of compensatory strategies: circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, nonverbal signals, literal translation, foreignizing, code-switching and appeal for assistance.

Prefabricated patterns are memorized chunks of language that can be found in bilingual phrase books. Learners usually use memorized phrases for “survival” purposes where morphological components are not known to them. **Code-switching** is using a native language term in a foreign language sentence without bothering to translate it. **Code-switching** is often used by learners in early stages of acquisition. **Appeal for assistance** is another common compensatory strategy. If learners stuck for a particular word or phrase, they directly ask the teacher for the right form. They may also give a possible answer and then ask for verification.

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4. TEACHING ENGLISH

4. 1. The most appropriate methods for teaching English to adults .

While deciding to be a teacher we should take into account the fact that there is an enormous amount of various teaching methods. Adults are relatively a difficult type of students who have their own specific requirements and needs. They come to class with a baggage of experience and thanks to many years of education in schools, they possess both bad and good experiences. On the one hand, they are characterized by high motivation, but on the other, it is more difficult for them to gain the knowledge. All these factors make choosing the best method of teaching adult students very important. Choosing the right method will allow to teach effectively and achieve the desired results in a short time. It will also make the process of learning enjoyable for the students themselves. From among of the methods described in Chapter One we are of the opinion, that.

Community Language Learning (CLL) and **Direct Method** are the most appropriate methods for teaching English to adults.

As we described in Chapter One, **Community Language Learning (CLL)** is a method assuming that students should be treated as "the clients " whose needs are to be addressed by the teacher who is in the role of "the counselor". We believe that adults will feel comfortable in this convention because it is supposed to remind them situations in which they find themselves everyday: at work, in a shop or while settling various matters. The fact that every question can be addressed to the teacher explaining the issue may be helpful for them and they might feel more confident in the classroom. This teaching model seems to reduce the stress caused by the new situation of students and their fear of failure. In an interactive group of friendly learners of the new language, the learning process may run much better. In this method, adult learners are likely to perceive the teacher both as a friend who is giving the advice and as an assistant full of understanding for students' needs and concerns. What is more the teacher may not be seen as a threat or a heartless enemy. We are in the opinion that adults are often said to be afraid to return to school benches due to bad experiences they have pulled out of many years of education. Such a feeling would be reduced by means of the "client - counselor" system. Adults will feel good about the fact that they are not brought to the role of a student, that is sitting at the school bench and listening to the teacher who admonishes him or her and corrects his/her mistakes in front of the whole group. We are of the opinion that this method is suitable for adult s teaching because students are seen here as a "whole person" whose feelings, intellect, interpersonal relationships, defensive behaviour and willingness to learn are addressed and balanced. This method makes them feel important, understood and they are treated seriously. It is also appropriate for adult learners because it is based on the "reliance" on a teacher -counselor, independence and responsibility for their own progress. Adults who already have a baggage of experience certainly have all these characteristics and are decided and determined to learn the language.

From among of the methods described in chapter number one we are of the opinion, that **Direct Method** is the most suitable for teaching English to adults. This method reflects the way people acquire their mother tongue. Verbal communication, spontaneous use of language and the ability to "think" in a foreign language are skills that are desired by adult students and this method may help them to acquire this. This method has departed from the traditional techniques such as the use of the mother tongue as the language of instruction, memorizing grammar rules and translation between the two languages and, therefore, it is suitable for older students, who because of their work and family life, do not often have time to learn at home and want to learn language as fast as possible. According to Komorowska (2000), the main aim of **Direct Method** is the ability to hold a conversation. During the time, which teacher and student spend together natural contact is established. Learners are enabled by the

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teacher to take part in the natural foreign language conversations. We are of the opinion that because of these reasons above, it is a good method for teaching adults. Good contact between the student and the teacher can make the learner feel more comfortable and more relaxed and it may improve the learning results. Other reasons in favour of Direct Method are:

- a) The ability to hold a conversation for the students, who often decide to learn the language because they need it to make professional contacts in work,
- b) Going on holiday abroad where the ability to speak and sustain conversation is essential,
- c) The fact that , the teacher does not correct mistakes but tries to make a student find an error himself, which makes the student less stressed and eliminate fear of being criticized in front of the group.

4. 2. The adults styles of learning conducive to attaining success in English

We believe that by being aware of learning style in which they feel comfortable, students can improve their learning, become more motivated and get better results in the classroom. Out of the styles described in Chapter Two we contend that, **Field Independent (FI)** style is adult style of learning conducive to attaining success in English because mature learners prefer to acquire knowledge through experience. While teaching adults willingly refer to real events, often in an intuitive way, they like the open problems, not fully explained and the style in which the abstract thoughts are dominant. As we described in Chapter Two field -independent learners have perceptual skill of "seeing the forest for the trees." Adults like to analyze and consider, so they will surely notice a hidden item in the picture or human face in 3 - D posters. Mature students can be considered as FI learners because they find themselves in classroom learning which involves mastering of exercises, analysis, attention on details, drills, and other focused activities. Adult students penetrate the essence of problems and situations while learning, analyze, consider and make up theories to understand their experience. That is why, we believe that Field Independent style is a typical style for learners. They like situations that are clear and definable. Mature learners are learning language through social and working relationships and these relationships are an essential part of their lives. FI learning style is characterized by a tendency to separate details from the surrounding context. We are of the opinion that adults are FI learners because they have no problem to concentrate while there is noise and confusion around. They also have high motivation for learning and external factors cannot distract them from learning English. Because the learners whom we describe like to concentrate on the details while learning a language, they are sometimes unable to concentrate on a whole, big picture. That can be problematic while teaching adults. FI students perform well in open - ended questions - this refers to adult learners who like to speak out in class because it gives them a sense that they fully participate in lesson and they are learning as effectively as possible, so that they do not have to spend their time on learning at home any longer. We believe that adults are characterized by Field Independent style because they have less difficulties with acquiring grammar, linguistic rules and are successful in common classroom exercises. They also tend to be more sensitive to external cues and easily accept symbolic representations. Strong correlation between sex and cognitive styles has been discovered. Women are more often field - dependent, while men are likely to be field -independent. Career tasks and job descriptions which are present in adults lives also have a great impact on the choice between these two styles. Researches showed that field - independent learners consistently achieve higher academic levels than learners characterized by different styles.

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4. 3. The most fruitful learning strategies

Selection of the most fruitful learning strategy is the key to effective English language learning. Strategies are steps taken by students to improve their own learning. "Strategies are especially important for language learning because they are tools for active, self -directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self -confidence" (Oxford, 1990:1).

Metacognition can be defined as "thinking about thinking". As we described in chapter number two **metacognitive** strategies are: "strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed" (Purpura, 1997: 289).

From among of the strategies described in Chapter Two we are of the opinion that metacognitive strategies are the most fruitful learning strategies for adult learners because metacognition is fundamental component of skills that involve decision making, problem solving, reflective judgment and critical thinking. Older learners are very good in solving and analysing problems, but also in decisions making and critical thinking. Adults are also more able to control their emotions, cope with conflicts and handle complexity. Although mature learners are characterized by metacognitive strategies, it is important to "flex cognitive muscles" and apply metacognitive knowledge to new situations. As adults we use knowledge in a strategic manner in order to meet a goal. It is getting to know how to do a task or set of tasks and then making sure that it is done correctly.

There are number of metacognition models and this strategy is the central component of several skills: critical thinking, reflective judgment, problem solving and decision making. Adults, who can be described as self- regulated learners, are aware of their advantages and disadvantages and realize whether they know some fact and possess some skill or not. We believe that metacognitive strategies are the most fruitful learning strategies for adult learners because they are highly motivated to learning and even when they encounter obstructions they are able to find a way to succeed. When they need information, they are determined to find and master it. For adult learners, it is clear that they must monitor their own progress and effectiveness of their learning strategies. Mature students are taking responsibility for their own learning and recognition of usefulness and meaning of information to be learned. They treat teaching as a systematic process than can and must be controlled. Adults can be treated as consumers who want to receive maximum benefit from their learning experiences. Mature learners also meet metacognition in their workplaces where importance of being responsible for and conscious of the consequences of one's actions is emphasized. Adult students who are characterized by metacognitive strategies perform good in class and they are great problem - solvers, critical thinkers and decision makers. We believe that metacognitive training can increase sense of responsibility of adult learners' own progress and help them become more self - confident. Metacognitive training will also provide motivation for learning and make them feel empowered also in their work and family life. Knowledge is much better absorbed in real - world situations because students learn how the acquired knowledge can be used in solving everyday problems. That is why learning environment should contain the real world elements. Metacognitive skills are essential for English language learning, so adequately taught adult learners can achieve great results in learning this language.

We are of the opinion that teachers can help students to achieve better learning results by identifying which learning strategies characterize them and by appropriate approach. Teachers should abandon manners of "telling" rather than "teaching". Adults who are characterized by metacognitive strategies should learn in the classroom environment which is fresh and challenging every time they meet. Good instructor should demonstrate the variety of behaviours and ways of teaching. The teacher should keep students interested in the

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material. He or she should also take into consideration that on the one hand students tend to remember information which they can associate themselves with and towards which they have emotional attitude. On the other hand, they forget information which they disagree with. Effective instructor should evoke motivation in students and make their learning experience satisfying. The teacher should show adult learners that he or she has experience by sharing their professional experiences and telling anecdotes. Due to that fact they will feel that their instructor is competent and will be motivated to learn.

5. CONCLUSIONS

The theme of this thesis is teaching adults which is very a responsible and challenging issue. At the beginning, the definition of teaching was analysed, which is not as obvious as it sounds. What is more, each author gives its different versions. Subsequently, various methods of teaching English were presented. These methods can be divided into conventional and unconventional ones. Each of the described nine methods was characterized by different techniques and manners of teaching that suit diverse groups of students. It is not an easy task for the teacher to select appropriate teaching methods for specific students. This BA thesis proved that the Direct Method and Communicative Language Learning Method are the most appropriate methods for teaching adult learners. Thanks to these methods, students will feel relaxed and confident in the classroom and will also learn how to communicate in real - life situations.

Then, characteristics of adults were presented. Teaching of older learners has both bad and good features. On the one hand, these students are highly motivated and are taking responsibility for their learning, but on the other hand they often have a problem with a lack of time and low attendance at classes .

After examining the characteristics of the adults, the next important thing that has been broached here is the description of learning styles and strategies. The choice of the most fruitful and appropriate strategies was scrutinized as well. It turned out that Field Independent style was considered to be the adult style of learning conducive to attaining success in English. It can be concluded that the FI learners as well as adults like to penetrate the essence of problems and situations, analyse, consider and make up theories to understand their experience. Subsequently, metacognitive strategies have been identified as the most fruitful learning strategies. Metacognition is a fundamental component of skills that involve decision making, problem solving, reflective judgment and critical thinking. Older learners are very good in solving and analysing problems, but also in decisions making and critical thinking.

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