

DIFFICULTIES AND STRATEGIES IN TEACHING ENGLISH LANGUAGE TO ADULTS

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Abstract: *This article provides thoughts, problems and methods of teaching foreign language to adults. Also the study includes the difficulties in schooling grown-ups.*

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INTRODUCTION

Learning foreign languages is becoming the most significant part of the modern world. It said that if you know more languages you can obtain the key to the world. Over the centuries countries of the world try to build the bridge between nations throughout learning their languages. For people who have an ability to learn languages it does not make any problems to do it but if you do not possess innate skills in mastering the given ability.

METHODOLOGY

Teaching the language that is not their native one to adults is somehow challenging because people in that age are mostly interested in other aspects of life and activity but not the language schooling. Teaching English as an alternate language can be a daunting task for anyone, indeed an educated and competent teacher. As with tutoring any subject, scholars will find that children and grown-ups likewise learn at varying situations. Preceptors must acclimatize to each person's literacy pace and insure that everyone benefits from your tutoring. Tutoring a new language to grown-ups is delicate but veritably satisfying.

As it is explained in Wikipedia - educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience. Most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate by an employer. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.

Human adulthood encompasses psychological adult development where students or people become competence of mastering their mother tongue (Birren & Schaire, 2006). In fact, obtaining a language takes time and effort. This is because the learning process is usually structured in organized timetables and programmes where learner digest the

intake and make use of the experience they learn in classrooms. Adult learners' circumstances usually differ from young learners as they have other social responsibilities (Pinter, 2012).

So it happens in teaching and learning languages among adults. They try to see the objectives and the definite purpose of what they study and why do they need it. Adult students who study at law schools try to gain the appropriate knowledge in this sphere in order to get their good grades during their academic period.

DIFFICULTIES

Sometimes it is difficult to conduct the class of English as the most of the grow-up students do not understand the language in itself because some of them did not do it at school but another foreign language such as French, Spanish or German. They come across such problems like misunderstanding words, context and spelling. In most cases adults are afraid to be ashamed, no teacher teases or insults his or her students on purpose. May be their fear of being insulted as they persuade themselves is connected with the difference in age of their co-learners or their teacher who could be younger than them.

One more obstacle that teachers come across in teaching the language to above mentioned students is that they mostly can't or aren't able to manage their time and the amount of work they have to do at workplaces. This make them feel unconfident.

STRATEGIES AND METHODS TO COPE WITH

The teacher's responsibility in organizing cooperative activities includes dividing the class into groups. The teacher can include any principle he wants in group formation, such as the students' foreign language proficiency. Language differences within a group can benefit overall success if the teacher carefully monitors the groups' work. Observing or monitoring is critical in order to avoid strong students dominating and weak students putting in insufficient effort.

Teachers in order to achieve progress among their students often try various types of activities to make more easier to learn new theme whether it is vocabulary or grammar issue.

Some of these are dividing students in two or three groups, so it can help students to collaborate with each other and break language and psychological barriers, also it stimulates to work as a team.

Below will be given an excerpt from the article "Beginning to Work with Adult English Language Learners: Some Considerations" written by MaryAnn Cunningham Florez and Miriam Burt, published in National Center for ESL Literacy Education newsletter dated October 2001.

10 Strategies for Teaching Adult English Language Learners

1. Get to know your students and their needs. English language learners' abilities, experiences, and expectations can affect their learning. Get to know your students' backgrounds and goals as well as their proficiency levels and skill needs.

2. Use visuals to support your instruction. English language learners need context in their learning process. Using gestures, expressions, pictures and regalia makes words and concepts concrete and connections more obvious and memorable.

3. Bring authentic materials to the classroom. Use materials like newspapers, signs, sale flyers, telephone books, and brochures. These help learners connect what they are learning to the real world and familiarize them with the formats and information in such publications. However, do prepare learners beforehand (e.g. pre-teach vocabulary) and carefully structure lessons (e.g. select relevant, manageable chunks of authentic material) to make this work.

4. Model tasks before asking learners to do them. Learners need to become familiar with vocabulary, conversational patterns, grammatical structures, and even activity formats before producing them. Demonstrate a task before asking learners to do it.

5. Foster a safe classroom environment. Like many adult learners, some English language learners have had negative educational experiences. Many are unfamiliar with classroom activities and with expectations common in the United States. Include time for activities that allow learners to get to know one another.

6. Watch your teacher talk and your writing. Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage in within the classroom. Keep teacher talk simple and clear. Use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letter with space between letters and words, and do not overload the chalkboard with too much or disorganized text.

It is certainly important for the teacher to understand the structure of the English language. However, it is not always appropriate to give learners explanations of each discrete grammar and vocabulary point. At times it is enough for learners to know the correct response.

7. Use scaffolding techniques to support tasks. Build sequencing, structure, and support in learning activities. Ask learners to fill in words in a skeletal dialogue and then create a dialogue of a similar situation, or supply key vocabulary before asking learners to complete a form. Recycle vocabulary, structures, and concepts in the course of instruction. Building redundancy into the curriculum to help learners practice using learned vocabulary or skills in new situations or for different purposes.

8. Don't overload learners. Strike a balance in each activity between elements that are familiar and mastered and those that are new. Asking learners to use both new vocabulary and a new grammatical structure in a role-playing activity where they have to develop original dialogue may be too much for them to do successfully.

9. Balance variety and routine in your activities. Although patterns and routines provide familiarity and support as learners tackle new tasks, learners can become bored. Give learners opportunities to experience and demonstrate their mastery

of language in different ways. Challenge them with a variety of activities that speak to their lives, concerns, and goals as adults.

10. Celebrate success. Progress for language learners is incremental and can move slowly. Learners need to know that they are moving forward. Make sure expectations are realistic, create opportunities for success, set short-term as well as long-term goals, and help learners recognize and acknowledge their own progress.

Of course all strategies are good in their own way, I also like the strategy through video classes that are amazing and content lots of interesting topics, vocabulary and speaking skills development.

I totally agree with the given strategies from the article and suppose that they are really useful and effective for the teacher who deals with the problem of teaching English to adults. As using such strategies gives a teacher and a student opportunity to make the process of learning or teaching the language with purpose and progress.

CONCLUSION

To conduct the English language classes to grown-up learners is an activity that demands a lot of hard work and responsibility.

LITERATURE

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3. “ACTUAL PROBLEMS OF TEACHING FOREIGN LANGUAGE TO ADULTS” POGORELSKAYA Ludmilla Rafaelievna, Undergraduate student ABAKUMOVA Irina Anatolievna, PhD of Pedagogical Science, Associate Professor Department of Intercultural Communication and Methodology of Teaching Foreign Languages, Southern Federal University, Rostov-on-Don