TEACHING ENGLISH TO ADULTS

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Annotation. The purpose of article is to explore the importance of teaching adults in the EFL classroom setting and providing findings and ideas to help teachers and adults to be successful learners. The object of the work is the process of teaching English to adult learners. The theoretical value of the work is detailed and structural studying of methods in teaching English to adults through a big variety of techniques.

Key words. Teaching strategies, adult learners, techniques, styles, analyze.

Introduction. This article 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 education al 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.

Main part. 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, the biggest difference between adults and younger learners is that they come to the class with great learning experience. [8;92]

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 l using face becomes greater the older you get . " [8;92]. 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 at tension or who disagree vocally with much of what the teacher is saying. They arrive in class late and fail to do any homework."

Learning styles and Learning strategies of adult learner

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.

The lesson during which the method of direct instruction was used can be considered successful if three major steps to achieve the goal are passed: general presentation and demonstration of the lesson's goals and objectives; performance of tasks under the supervision of teacher and individual exercises without teacher's instruction. The effectiveness of the method of direct instruction is achieved under the conditions of implementation in the educational process: orienting introduction at the beginning of the lesson, independent presentation of the assignment after the lesson and the resulting check at the next lesson. It is important to note that this method makes it possible to use the training time advantageously, the less of which is given to informing of students, learning the material, discussion of the proposed tasks. The teacher controls the training, trying to involve all learners in the process of cooperation. The use of direct instruction is appropriate during the role-playing game, performing practical tasks, group dynamic seminars, laboratory work. The founder of the electronic self- directed method is considered to be T.M. Balykhina.

The most appropriate methods for teaching English to adults.

Speaking about teaching adults we must say that it can be a very rewarding and enriching experience. In terms of the teaching of English to adults, the right methods to adopt should be multipurpose-oriented, mainly concerned with the characteristics of adults. In others words, with a fully developed mental power, the adults´ own modes of thinking, memory capacity, imitation ability, strengths and weaknesses, etc., and above all, how to make the best of them are the starting points for decisions about teaching methodology (Chen Jiamu,1997).

As for teaching adults it should be effective first of all. Part of being a successful adult educator involves understanding how adults learn best. Adults have special needs and requirements as learners. That's why the methodologists point out some of the common learning characteristics of adult language and literacy learners:

1) Adult learners are goal-driven.

2) Language and literacy are social processes that involve interaction with others.

3) Language and literacy development require risk taking.

4) Language and literacy develop when the target language is slightly above the current level of proficiency of the user.

5) Language and literacy development require focus, engagement and practice.

6) Language and literacy are multidimensional and require different kinds of interactions with different kinds of genres.

7) Language and literacy develop through interactions with tasks that require cognitive involvement.

8) Language and literacy develop more deeply if skills are connected to an overall topic, theme or context.

Conclusion

The theme of the course work 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 the paper 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..

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