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Qualifying paper

AGE-DEPENDANT LANGUAGE PEDAGOGY ASPECTS OF FOREIGN LANGUAGE ACQUISITION

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ЗМІСТ

CONTENTS

INTRODUCTION

The study of foreign language acquisition has been a topic of interest for many decades, with significant contributions emerging in the mid-20th century.

In the Cambridge Dictionary the term 'language acquisition' is defined as follows: "the process of learning to understand and speak a language" (URL1.). Therefore, Foreign Language Acquisition (FLA) is the process of learning a foreign language. When learners acquire a language that is not widely used in their immediate social context, they acquire a foreign language.

The issue of age in FLA has been a contentious and extensively debated topic within the field of linguistics. Although the topic has been addressed as early as the 1960s, it has recently become more relevant. This is because more and more people seek to learn English or other languages. There may be several different reasons for this: career opportunities, moving abroad, access to more information or other cross-cultural situations. As a result, the range of language learners is quite diverse in terms of age.

Throughout the century a considerable amount of research has been conducted to examine the effect of age on FLA and try to identify a certain ideal start in Foreign Language Learning (FLL). Nevertheless, there is still no consensus regarding the optimal age for commencing FLL.

The process of second and foreign language acquisition was initially conceptualised in accordance with the acquisition of the first language (Lenneberg, 1967). Therefore, FLA was thought to be a mimetic activity that should be initiated in early childhood in order to achieve optimal results.

Studies investigating age-related language acquisition have postulated the existence of a critical learning period (Penfield-Roberts, 1959; Lenneberg, 1967). Krashen (1986) reassessed Lenneberg's findings and contested that there would be an upper limit for successful language acquisition. He introduced a new factor: the affective filter which consists of motivation, self-confidence and anxiety. On that account, adults might still be successful language learners, particularly if they are highly motivated and have access to effective instruction. Ellis (1986) enumerates several additional factors that may influence language acquisition, including aptitude, intelligence, cognitive style, attitudes, motivation and personality.

In contrast to the Critical Period Hypothesis, several studies have revealed that older learners can achieve success in FLL. Scovel (1969) summarized Lenneberg's (1967) and Penfield and Robert's (1959) views suggesting that the critical period exclusively exerts an impact on the speaking skills of learners acquiring a foreign language, while its influence on broader aspects of linguistic competency such as syntactic mastery remains inconclusive.

The **object** of the thesis is to give a comprehensive view of how the acquisition of a foreign language is influenced by age. The **subject** of the thesis is to observe which pedagogical methods can be employed to facilitate FLA at different ages.

The thesis **aims** to demonstrate findings about age-dependant pedagogy aspects of Foreign Language Acquisition. The research aimed to collect information about teachers' opinions on an ideal start in FLL, their usage of age-appropriate pedagogical methods and their effectiveness in each age group.

The **main tasks** or objectives of the thesis are the following:

- to give a detailed account of the role of age in FLA, to investigate different theories and hypotheses about an ideal period to start FLL and list other influential factors that might determine the success of FLA;
- to describe the characteristics of each age group of foreign language (FL) learners, to present different pedagogical methods that can be used to address the specific characteristics of FL learners of different age groups;
- to prepare and carry out research on age-dependant language pedagogy aspects of foreign language acquisition with FL teachers from Transcarpathia, to get answers to our research questions and find out whether the hypothesis has been disproved or confirmed.

The **methods** used in the first two parts of the thesis are predominantly theoretical. A comprehensive view of the topic had to be done. Part three of the thesis describes the research on age-dependent language pedagogy aspects of foreign language acquisition with FL teachers. The research was conducted in the form of a questionnaire designed for teachers of different foreign languages. **The methods of data analysis** are quantitative.

The **novelty** of the research is a verification of the hypothesis that age-related disadvantages may be reduced by appropriate pedagogical methods that are adjusted to the condition given by age.

The present thesis consists of an introduction, three parts and a conclusion. In the introduction such important items as the relevance of the topic of the thesis, literature review, the object and subject of the study, the aim of the study, the main tasks, methods of the research, the novelty of the research and the structure of the thesis paper are discussed. In Part I and II, a synthesis of the basic works published on the topic in the current academic literature is given. The first part gives a comprehensive overview of the role of age and other influential factors in FLA, the hypotheses and theories published on the topic and an analysis of the distinctive attributes of various age groups of FL learners. The second part of the paper presents a theoretical framework for pedagogical methods that benefit FLA among learners of different age

groups. The third part examines research carried out among FL teachers. The research aimed to collect information about teachers' views, whether there is an ideal age for starting FLL, their attitude towards the existence of a critical period, their habits in choosing pedagogical methods and which methods prove successful for each age group.

PART I

THE ROLE OF AGE IN FOREIGN LANGUAGE ACQUISITION

The shift in perspective regarding the acquisition of foreign languages within the context of the classroom from a teacher-centred to a student-centred approach has led to the formulation of a series of hypotheses by linguists aimed at investigating the impact of learner characteristics on the outcome of language acquisition. In this part, we will review the foundational theories on the age factor, which explain how age influences the process and outcome of FLA. The influence of other factors such as the social factor and the learning environment is also presented. These are influencing factors in their own right, but vary between age groups.

1.1 Basic theories related to the age factor in Foreign Language Acquisition

1.1.1 The existence of a critical period

The Critical Period Hypothesis (CPH) argues that there is a critical period (puberty) when the acquisition is easier and more effective because the "brain plasticity is at its peak and both hemispheres are allegedly engaged in language processing" (Tryfonova, 2021, p. 515). Lenneberg (1967) stated that natural language acquisition after puberty is biologically impossible because the brain loses its flexibility which has a positive impact on language learning (LL).

Seliger (1978), Walsh-Diller (1978) and Scovel (1969, 1988) concurred in suggesting that there is no critical period, that affects all aspects of language at the same time, but many critical periods, each closing off different abilities, the ability to master a native accent in a FL being the first to be lost, around the onset of puberty. Scovel (1988) suggested that there is a critical period for the acquisition of the pronunciation of a second language because it has a neuromuscular basis that requires neuromotor involvement.

According to a study (Leder, 1998), an early start in FLL can facilitate the development and maintenance of certain advantages in language skills, although not all areas of language proficiency may be equally affected. It can be observed, that those who start at an earlier age tend to have better listening comprehension and pronunciation skills, while the long-term effects on grammar seem to be relatively similar regardless of the age at which one starts.

1.1.2 The Affective Filter

The concept of the "affective filter" was first proposed by Dulay and Burt (1977) and then later studied in 1981 and 1986 by Stephen Krashen, a prominent figure in the field of linguistics, to encompass a range of emotional factors that influence the acquisition of a second language. It is of paramount importance to address this hypothesis in this thesis, as affective filters have a direct impact on language acquisition and the overall experience of the learning process.

Krashen (1986) identifies motivation, self-confidence and anxiety as key components of the Affective Filter Hypothesis, which impact the process of acquiring a second language. The affective filter is often likened to a mental barrier that impedes the reception of input, hindering cognitive processes. Conversely, a lowered affective filter corresponds to a sense of security, facilitating language acquisition.

According to him, those learners who have a lower or weaker filter, tends to take linguistic input more successfully and tend to retain the knowledge. Recent studies in neuroscience corroborate Krashen's theory, suggesting that stress negatively influences cognition and learning.

Krashen posits that the claim that younger learners are more successful than adult learners in acquiring a second language does not imply that age is a predictor of second language proficiency. Rather, it suggests that the level of affective filter may be a more accurate predictor of second language proficiency.

1.2 The age factor in FLA

First of all, there is a need for a classification of language learners into age groups. Opinions on the age limits of these groups vary between countries and between linguists.

In this thesis we present the following age groups: very young learners, young learners, adolescent learners, young adult learners and adult learners. In this work, a categorization of age groups were made according to Harmer (2007, 2012). However, other linguists' categorisations are also indicated. However, Harmer's classification is followed in the theoretical framework and research.

1.2.1 Classification of foreign language learners into age groups

According to Harmer (2012), young learners are children between the ages of two and eleven. He further divides the category of young learners into very young learners aged two to five and young learners aged six to eleven. He believes this is necessary because there is a difference between the abilities and needs of a three-year-old and a nine-year-old. By Ersöz (2007) the group of young learners is further subdivided into very young learners aged three to six, young learners aged seven to nine and older young learners aged ten to twelve. Richards (2014) refers to young learners up to 12 years. According to Reilly & Ward (1997), learners of FL who have not yet commenced elementary school are designated as very young learners (VYLs). Young learners (YLs) are those individuals between six and eleven who are currently enrolled in educational institutions (primary school, start of secondary school) and are no longer illiterates but have not yet reached the age of adolescence.

Linguists tend to be reluctant to define the beginning and end of adolescence on the basis of age, because it is often uncertain since the onset of this period is "bound up with physical and emotional changes rather than chronological age" (Harmer, 2007, p. 14). Duchesne & McMaugh (2016) posit that children undergo a period of significant physical, cognitive, emotional and social development between the ages of twelve and beyond, although the precise age at which this occurs varies from individual to individual. Lerner & Steinberg (2009) define the end of this period as the point at which the individual concerned has become an autonomous adult. However, by Adolescent Learners (AdsLs) Harmer refers to learners from the ages of twelve to seventeen. Richards (2014) also sets the same framework.

In his work, Harmer (2007) refers to adults in general as one group, although he believes it is important to divide this age group into young adults and adults because of age differences. He defines Young Adult Learners (YALs) between the ages of eighteen and twelve and learners over the age of twelve are classified as Adult Learners (ALs). According to Highley (2019) the period of young adulthood represents a distinctive phase of human development that occurs during the transition from adolescence to adulthood. While adulthood is described as the stage of life that begins after the adolescent period has ended and continues until the end of life (Bjorklund & Bee, 2008).

1.2.2 Characteristics of Language Acquisition among learners of varying age groups

The learner has come to the fore as language learning has been studied from a student-centred perspective. Methodists began to research how learner characteristics affect the process of

learning a foreign language. One such characteristic that plays an important role in acquiring a FL is the age of the learner.

- *Very young and young language learners*

It was introduced, that some researchers believed in the existence of a period where language learning (in the following LL) is easier in comparison to other ages (the CPH by Penfield & Roberts (1959) or Lenneberg's CPH (1967)). But what are the concrete aspects that make LL successful from an early age? Firstly, since children's speech basis is not yet attached as strongly to the rules of pronunciation and intonation of their mother tongue, they have the ability to perfect their pronunciation in the FL.

In terms of Krashen's theory of Affective Filter (1986), young children have a low affective filter which increases their language development and makes them more open to input: they can use the language freely and their achievement is not repressed by language anxiety (Krashen, 1986). Referring to social psychology, the process of socialization is not constrained in childhood, so they are more open to foreign cultures and mentalities. People who start FLL at a young age more often succeed in the acquisition of language on a higher level (Lechner, 2007).

Teachers must pay great attention to the selection of methods, in view of the fact that inadequate methods may develop a bad attitude towards language in children. In Ushioda's (2013) view, an early dislike can have damaging consequences for long-term learning.

Children learn in slow steps and accidentally by playing, so the listening and oral tasks are the ones that lead to a result. Halliday (1973) mentioned that children rather understand what a language does than what is a language. "Younger students are motivated in a different manner than adults; lessons are not developed in an intensive way" (Kraus-Srebric, 1979 as cited in Makhliyo, 2022). Singing and repetition of rhymes are common parts of an elementary English lesson because children "easily and firmly remember a small amount of language material and multiply it well" (O. Maxkambayeva & S. Maxkambayeva, 2022, p. 7).

Piaget suggests that children adapt through experiences (as cited in Cameron, 2001). He describes children as active learners and thinkers, they learn from working with objects or ideas. Children have intentions and they do what they want to do (Donaldson, 1978). They are open to their surrounding and start anything without any inhibition. However, they get bored very quickly, making it challenging to maintain their attention (Cameron, 2001). Children have an attention span of 10-15 minutes (McKay, 2006). "Their willingness to stay rooted in one activity – is often fairly short." (Harmer, 2007, p. 14). They need to move (Ghasemi and Hashemi, 2011).

- *Adolescent language learners*

Adolescence is a difficult time in a child's life when a lot of psychological and physical transformations take place. According to Maier (2011), in this time they shift from the carefree

childhood to the more intricate adult world. Therefore, it is significant for teachers to become familiar with these changes in order to be able to apply appropriate didactic approaches. Harmer (2012) emphasize the importance of prioritization of the way students learn rather than how the teacher teaches. Leisak (2015) suggest to figure out which learning styles work for the learners.

As it was already mentioned, Adolescent Learners (AdsLs) go through major changes that may cause hardships in the process of FLA. They need the same amount of sleep as younger children, but they sleep less, which makes them feel tired and makes it difficult for them to pay attention in the classroom (Erlam, Philip and Feick, 2021).

Despite these potential drawbacks, adolescence remains an optimal period for FLA. AdsLs "have developed a greater capacity for abstract thought as they have grown up." (Harmer, 2007, p. 15). They "have increased metalinguistic awareness", herewith "are able to reflect on and talk about language" (Erlam, Philip and Feick, 2021, p. 3). AdsLs possess enhanced memory skills (Duchesne & McMaugh, 2016), which affords them a promising opportunity to acquire a foreign language.

Teenagers are referred to as "digital natives" (Palfrey–Gasser, 2008; Rosen, 2007 as cited in Richards, 2015) due to their extensive engagement with the Internet. This allows them to have access to a constant flow of information and a wealth of resources in a FL. They can consume multimedia content, engage in conversations with native speakers, listen to music, play video games, and do much more in the target language. This presents a significant advantage over young learners, who often lack such access and resources.

AdsLs can achieve a higher level of language competence and they speak the language grammatically the best. Although, they may achieve worse results on account of constant control and school performance pressure. Their affective filter is also elevated. Ur (1996) stated that teenagers have a reputation for being the most difficult learners. Harmer (2012) states that even though adolescents are the most challenging students, they are the most exciting to teach. Their potential is bigger than that of young children, they "can start to think in abstract terms" (Harmer, 2012). "As teenagers begin to develop cognitive ability, they can be exposed to language learning techniques that require more logical and/or abstract thinking. Attention span begins to lengthen, but there are also more distractions of an emotional nature" (Tukhtasinov & Otabek, 2022, p. 238). They seem to have lack of motivation, are less liable to the teacher's encouragement and not easy to supervise. Harmer (2012) notes that adolescents do not choose to come to the lesson, they have to. This is where the teacher has an important role to play in terms of setting tasks that are of interest to them. The use of digital tools is a great help in this situation.

- ***Young adult and adult language learners***

In the middle of the 20th century, linguists (Penfield & Roberts, 1959; Lenneberg, 1967) doubted that language acquisition could be possible after puberty. Lightbown-Spada (2006) notes that younger students may be better when it comes to acquiring pronunciation. However, with the possible exception of getting a native-like accent, adult learners could attain native-like proficiency in their target language (Matsuoka & Smith, 2008). Moreover, in the beginning, they are more successful than young learners. Adults already have conscious metalinguistic skills and established learning habits. Harmer (2007) states that adult learners have greater cognitive capabilities and conceptual complexity than the younger ones. According to Muñoz (2010) this age group benefits from direct instructions and formal settings. The reason for this is that adult learners analyze the language as a system. The fact that they learn the language as a system and are aware of it, benefits the process a lot. They can be consulted and should be given space to have a say in the learning process. But setting clear objectives is also really essential to maintain their enthusiasm (Richards, 2015).

People, who start learning a FL as an adult, usually have a strong motivation for it and this factor can be a major driving force in the learning process. "It is widely agreed that motivation represents a factor of central importance for successful learning. Unlike younger learners, the adults almost always have a sound reason why they are studying, and that reason will be their primary motivation" (Cozma, 2015). Another reason for the success at the beginning of the LL process is that they can concentrate for a longer time and memorize more information at once than younger learners. But often after initial successes, their knowledge remains on a certain level. This is what Selinker (1972) adresses as "fossilisation". Daniels (2001) mentions that fossilisation can take different forms such as fossilised accent or syntax. Social psychology determines the success of adults FLL to the extent they can get in relation to the target culture and their people. Adults' affective filters are often elevated which can impede LL: they have inhibition because they want to control their language production. Also, they are less likely to get rid of the accent (Lechner 2007).

Krashen (as cited in Shakouri & Saligheh, 2012) argues that older learners are more adept and efficient in the acquisition of the morphological aspects of language than their younger counterparts. Brustall (1975) claims, as a result of the study, that adult learners take less time to acquire the morphology of the foreign language than YLs. However, ALs due to their maturity would like more often to compose complex sentences to express a complicated idea which is challenging for due to their limited skills in grammar and this makes them frustrated.

The fact that adults already have experience also helps them to learn languages. Many adult learners already know what learning strategies work for them. Comparing a grammatical structure with another language they know can help ALs with feedback. Richards (2015) notes

that adults can benefit from instruction if the material is aligned with their interests and goals, if they can relate it to past experiences or their current interest.

1.3 The social factor in FLA

In the case of younger language learners, the teacher play a central role. VYLs are even more dependent on the teacher, as their language learning process is accidental. Cameron (2001) implies that young learners like to please the teachers and enthusiastic to participate in any game even if they do not see the particular reason for it. In most cases, teachers have to do what children are not yet able to do for themselves. VYLs and YLs are not aware that they are learning a foreign language, they have not yet gained metalinguistic awareness. It is therefore imperative that teachers keep the VYLs on track towards their goal, demonstrate an idealised version of the task, breaking down the task into smaller steps (Cameron, 2001).

What concerns the AdsLs, the teacher is no longer the central figure in the classroom, but rather their peers. This social factor should be given significant consideration. In sociocultural theory (Vygotsky, 1978) student-centred learning is advised. In accordance with the tenets of social constructivism (Vygotsky, 1968), knowledge is gained through the accumulation of experiences and interactions with other students, teachers and peers. For them, a teacher who shows understanding towards them can have a positive impact on their learning process. If they think positively about the teacher, they will be more willing to do the work for him/her (Richards, 2015).

Elkind (1967) identifies a phenomenon he terms the 'imaginary audience phenomenon' as a typical feature of AdsLs. This phenomenon is characterised by a sense of being watched and evaluated by everyone, which can lead to feelings of anxiety and embarrassment when mistakes are made. During this developmental stage, it is of paramount importance for children to form a sense of belonging within a social group and to be accepted by their immediate environment (Erlam, Philip and Feick, 2021).

Adult learners are in the classroom as individuals with their own goals. They do most of their learning on their own and prepare for class at home. The teacher and the learning group do not play as big a role in their lives as they do for younger learners. However, the need to produce the FL in front of a group makes their learning process more difficult. This, according to Krashen's theory of the affective filter, is the age-related inhibition that they develop.

17

1.**4 The learning environment**

For YLs a challenging and enjoyable learning environment is noteable. It provides a great deal of reinforcement and repetition. For them, a positive learning environment is one in which they are able to work in a group to achieve a common goal. (Richards, 2015).

For adolescents, the environment is primarily defined by their peers, rather than the physical environment. A study conducted by Hattie (2009, 2012) revealed that the quality of relationships formed within the classroom has a significant impact on learning outcomes, rather than the physical environment.

They enjoy interacting with each other, "it involves fewer opportunities for embarrassment than teacher-directed activities" (Richards, 2015, p. 236). Based on Hattie (as cited in Erlam, Philip and Feick, 2021) other features of a successful classroom are:

- High Teacher Expectations and Support

In a research performed by Rubie-Davies (2007, 2015) a comparison was made between teachers' expectations and student outcomes in a diverse range of classrooms. They have discovered that high expectations on the part of teachers were associated with higher levels of student achievement. Carhill-Poza (2017) posits that when teachers hold high expectations in the classroom and facilitate the completion of complex tasks, students are able to achieve high expectations for themselves.

- Motivation to Learn and Sustain Effort in a Task

Experts in the field (Ushioda, 2009; Dörnyei and Maldarez, 1997) have identified the "affective quality of the relationship between teacher and student" as a potential advantage in maintaining learners' motivation when work becomes challenging (Erlam, Philip and Feick, 2021, p.8). Another potential motivating factor may be the positive learning experience itself. In this instance, the driving force is not externally motivated, but rather intrinsic. This encourages the student to stay engaged in the activity because it is "enjoyable and satisfying" (Noels et al., 2000, p. 61).

- Learning Activities that Match Student's Interests and Needs

Teenagers are keen in to share information about their specific areas of interest. Richards (2015) highlights the importance that teachers facilitate opportunities for the learners to engage in discussions or written work on topics of personal interest, where possible.

For ALs, a positive learning environment is one that is safe and secure. The process of learning a new language in a classroom setting with other adults inherently involves taking risks. Given the high level of affective filters that operate in adults, it is crucial to create a safe learning environment to ensure optimal outcomes. For them, safety comes from daring to make mistakes

when speaking. A number of activities have been proposed for the initial stages of lessons with the objective of lowering these filters. One efficious technique for this (in Richards, 2005) is for the instructor to inscribe on the blackboard a series of words derived from the subject matter under consideration and then request that the learners express their sentiments and experiences in relation to the words written. When learners disclose their concerns to one another, they become aware that others are grappling with similar challenges, thereby fostering a sense of a safe place.

PART II

Consideration of age in the choice of pedagogical methods

Pedagogical methods have a long history, spanning centuries. However, it was only in the twentieth century that it began to develop dynamically, as a result of the increased demand for the acquisition of second and foreign languages (Richards & Rodgers, 2014). Following the Second World War, there was a growing recognition that languages should be taught in a systematic manner. Furthermore, the advent of the Internet, globalisation and the increasing prevalence of English as a global language, which is a foreign language to many, have led to a renewed focus on the effectiveness of pedagogical methods for language teaching. The methodology has drawn upon the findings of a number of other disciplines, including psychology, sociology and linguistics.

The term method is defined as "the notion of a systematic set of teaching practices based on a particular theory of language and language learning" (Richards & Rodgers, 2014, p. 3). Teaching methods are age-appropriate when they are suitable for teaching a certain age group of learners (URL2).

Since the second half of the 20th century linguists and methodists have approached the age as an influential factor in FLA. According to J. C. Richards and Rodgers (2001), the method chosen by the teacher greatly influences a student's involvement in the language learning process and the quality of their learning results. Consequently, studies on pedagogical methods that can be used effectively with learners of different ages have been conducted.

First, an overview of the traditional teaching methods is presented, as they are the foundation of the methods used by FL teachers today.

2.1 Traditional Methods of Language Teaching

The main differences between traditional language teaching methods and more modern or alternative methods can be categorised according to their approach to language teaching, the role of the teacher and the student, and their focus on language skills. Traditional methods emphasise structured, teacher-led instruction focused on grammatical accuracy and memorisation, often using drills and translation. Traditional methods include: Grammar-Translation Method, Direct Method, Audiolingual Method and Rule-based approach.

Grammar-Translation Method is one of the oldest methods, which was most frequently used between the 1840s and 1940s (ibid.). This method has received a lot of criticism, Brown (1994) states that this method is inefficient due to its inability to develop student's communicative ability. Although it is still in use. According to this method, the learner has language competence if they know the grammar rules and the meaning of words (Boyadzhieva, 2014). This method involves translation exercises and requires teacher-centred instruction (ibid.). This method emphasizes rules and drills rather than the practical use of the language by learners outside the classroom.

In the Direct Method (Berlitz, 1906) developing oral skills is the most important. The Direct Method of teaching was created as a reaction to the Grammar-Translation Method, because it lack speaking and listening skills, practical usage. According to the Direct Method, learner has acquired the language if they can engage in everyday speech. The usage of mother tongue is prohibited. Learners deal with dialogues, they can not use their mother tongue and have a lot of repetition. Grammar is taught through an inductive approach, new concepts are presented orally, and abstract vocabulary is learned through idea associations (Shermamatova & Abdullayeva, 2023). One task that is used mainly in this method is reading aloud. One drawback of this method is, that it is challenging to explain everything in the foreign language. In regards to children, first language is essential part of their total growth and so they cannot stop the use of mother tongue. Consequently it may be effective for ALs.

Audio-lingualism "is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening" (URL2). It was developed by behaviourists and had to be devised quickly. The US Government needed a special language training program with particular regards to pronunciation (Johansen, 1999). Consequently, the teacher focuses on the phonology and grammatical strutures. A consequent correction of mistakes is an important task. This method emphasizes listening and speaking through repetitive drills and practice aiming to develop language habits and pronunciation accuracy. A very common activity here the tongue twisters and rhymes. They are most commonly used with VYLs and YLs; it is easier to do with them. They are happy to repeat them together in groups and have fun. This does not exclude the possibility that tongue twisters and rhymes are also effective with older learners.

The rule-based approach to language teaching focuses on the explicit teaching of grammatical rules, systematic learning and accuracy. This method typically involves teaching grammar deductively, with detailed explanations and exercises that emphasise correct usage and translation practices. Ellis (1996) stated that ALs frequently connect unfamiliar content with their native language, and they might benefit from clear explanations and written materials.

Since this group had prior formal instruction in the rules, the findings imply that they likely employed this approach as a framework to grasp the structures later on. It contrasts with more contemporary approaches that emphasise communication and practical use of the language. Some theorists argue that explicit instruction only results in conscious, verbalizable metalinguistic knowledge, failing to foster the implicit competence essential for fluent, spontaneous language use (e.g., Krashen, 1985, 1993).

Recent experimental research suggests that the effectiveness of explicit instruction varies depending on multiple factors, including the learner's characteristics, the type of language knowledge or proficiency aspect considered, the instructional method employed, and the grammatical feature being taught (Norris & Ortega, 2000; Hulstijn & De Graaff, 1994; Ellis, 2001; DeKeyser, 1998). Our research focuses on investigating the impact of the latter factor.

2.2 Play-based-Learning

Play-based language learning is a concept developed from several principles that focus on utilizing the real-world experiences of young language learners. It helps children to learn in a way that they enjoy doing. Another important factor that makes games so effective, is that learners move around during play, which "the basis of all learning" (Pound, 2006, p. 85).

"In order to initiate and maintain meaningful interaction and create developmentally appropriate learning opportunities, foreign language (FL) teachers of young learners' need to acknowledge play as a central element of early foreign language pedagogy" (Guz, 2016, p. 41). Enever (2011) stated that game-based learning is currently as frequently used in foreign language classrooms that it is as common as traditonal activities. Garton et al. (2011) back this up with numbers, in a research conducted by them 69,9% of the respondents answered that they frequently apply games on the lessons. The reason behind its' effectiveness among VYLs is that they play all the time anyway, so they are sufficiently motivated to participate; and they can perform the game through interaction, which requires interaction, which takes place in the foreign language. Cameron (2003) treats games as "age-appropriate, pleasurable and effective FL instruction" (as cited in Guz, 2016, p.19).

According to O. Maxkambayeva and S. Maxkambayeva (2022), educational games are divided into situational, competitive, rhythmic-musical and artistic, creative games.

- Situational games include role-playing. "Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a

supported environment." (Glover,2014). This approach facilitates the integration of real-world contexts into the classroom, which has a positive impact on the learners' motivation.

- Competitive games promoting vocabulary learning. This includes crosswords, following commands, „Simon says", and „auctions" (ibid.)
- Rythmic music games are activities that require listening and production as well. It can be dancing or exercising with instructions in FL.
- Creative games include dramatization and delicate games. Dramatizing is „staging small scenes" in the FL (ibid, p. 8). Graphic dictation, painting and colouring pictures are delicate games.

"Szulc-Kurpaska (2009, 210) list the following types of games as appropriate for this age-group: games played with toys, where a puppet is a game participant; group games played in a circle e.g. catching a ball and naming colours, movement games e.g. What's the Time Mr Wolf?, Simon Says; games with background music e.g. How Do You Do?, Fruit Salad; games involving singing and skipping e.g. Hopscotch" (as cited in Guz, 2016, p. 47).

Among YLs games that require analytical skills are those that are more appropriate. Szpotowicz and Szulc-Kurpaska (2009) suggest card games, bingo, crosswords, word maps and board games as age-appropriate activities that lead to better learning outcomes.

Many (Brown, 2008; Zosh et al., 2017; Lockwood & O'Connor, 2017; Tanis, 2012; Taylor & Boyer, 2020) believe that learners can benefit from a playful approach to learning not only in childhood, but also in adolescence and adulthood. In a study, conducted by Johnston, et al. (2022), teenage learners reported that the playful method was fun, creative and engaging. They believe that participating in games makes it easier to remember, in contrast to didactic approaches.

2.3 Project-Based Learning

Project Based Learning (PBL) "is a pedagogic framework to learn and teach a subject through a project" (Conca, 2021). It aims to engage students in solving a real-world problem, which acquires an effective language use, critical thinking, communication and collaboration (ibid.). PBL supports self-directed learning.

The aim is to engage students in activities where they can see the practical benefits of learning a FL. When we talk about FLL, say, AdsLs and ALs, this feedback is important. Very often school education excludes the real-world and learners do not understand why it is good for

them to learn certain things. However, by having them work on a project that they presumably feel is their own, they put their creativity into it and want it to work well, so it provides an environment that is less artificial and students benefit from being able to use what they have learned. It contextualizes learning by presenting learners with problem-solving (Moss & Duzer, 1998).

Although it has several advantages as real-world connection, an opportunity to collaborate, planning it can be a challenging task. Considering the time frame, curriculum issues are of important matter. Setting up straightforward and manageable instructions and targets is very important. It is also important that the choice of topic is based on mutual agreement so that learners can really enjoy the process.

PBL is mostly advised to get applied in teaching older learners such as AdsLs, YALs and ALs. The main reason for this is that PBL requires self-directed learning, which is not characteristic of younger learners.

In a study conducted by Wurdinger et al. (2007) the results show that the implementation of PBL method increased the engagement and motivation of the learners to participate and produce FL. In another study opinions of teachers and learners were gathered towards PBL and overall, both of them agreed that this method is prior to traditional methods (Petersen & Nassaji, 2016). According to Supe and Kaupuzs (2015, p. 217) "more students think that they learn better during projects [and] project-based learning arouses pupils' interest" of acqurig a FL. They argued that PBL promotes collaborative work, gathering authentic information then sharing it with their peers. Although teachers do not frequently apply this method, because it is 1) time consuming and 2) they like to be in control (Habók & Nagy, 2016).

2.4 Audio-visual method

"Audio-visual method combines vision and sound" (Hasanova, 2023, p. 14). "Educational tools that can convey meaning without just depending on spoken symbols or language are frequently referred to as audiovisual materials" (Ojobor, et. al., 2020 as cited in Hasanova, 2023, p. 14). With the employment of audio media the learning process can be more successful (ibid.). With the development of technology, teachers can bring supplementary materials, which tend to result in better achievements than hearing only verbal constructions from the teacher. This regards every age gorup: a significant input of audio-visual medium can benefit the FLA.

"Cartoons and animated songs are „one of the best assistants in teaching" (O. Maxkambayeva and S. Maxkambayeva, 2022, p. 10), because watching them is an action that

children like to do anyways. Children are naturally inclined to imitate, in this case the speech of their favourite characters. Consequently, when the characters in a story speak or sing in a foreign language, the learners unintentionally repeat the words and phrases. This experiential method has been demonstrated to be an effective strategy for VYLs. They do not only "learn new words, but also learn the sounds of [English] language" (O. Maxkambayeva and S. Maxkambayeva, 2022, p. 10). Consequently we can conclude that applying audio-visual aids to the educational process has a beneficial effect on the vocabulary and pronunciation acquisition of VYLs.

In a study conducted by Vásquez and Gomez (2018), the efficacy of integrating audio-visual aids in the promotion of vocabulary learning among children aged 2-5 was investigated. The learning sessions were designed using the PPP lesson structure method (Presentation, practice, production). In this way, first the learners were presented with the events to happen in the cartoon in their native language then they were also asked to identify the characters. In the practise stage, the children watched the cartoons while performing interactive tasks. When they could recall the task with the cartoon and link it to their previous knowledge in their mother tongue, the students demonstrated a greater level of enthusiasm in performing the task. After watching the story (production stage), students were required to link the information observed in the cartoon with the activities conducted in the classroom. As they are illiterates, matching, painting, cutting or dotting exercices can be considered.

2.5 Total Physical Response

Total Physical Response (TPR) is a language teaching method developed by James Asher (1964). TPR involves commands in a foreign language and learners' need to respond immediately with the appropriate physical action, as described by Asher (ibid.). "TPR strives for a low-anxiety classroom and peer cooperation" (Johansen, 1999, p. 7).

He built the method parallel to the way young children acquire their native language. They receive commands and then respond to them physically before they can talk. He designed the method so it is appropriate for ALs, although it is widely used among YLs.

According to Asher (1977) language acquisition must take place in a stress-free environment. Focusing on the meaning interpreted through movements instead of studying them abstractly makes the process less stressful which benefits ALs. This idea supports Krashen's Theory (1981) by reducing stress and keeping the focus on the input.

In the initial stage of foreign langauge learning Asher (1969) recommends concentration on a single skill, with listening comprehension being the recommended area of focus. "If the

student achieves a high level of listening fluency, then the transition to speaking may be graceful and non-stressful." (Asher, 1969, p. 16-17). Later, the teacher may use realia, flashcards or live objects.

The effectiveness of this method has been very extensively tested and the overall opinion and attitude is that it is effective. Seely and Romjin (2006, p. 1) has the following views on the TPR method: "whatever else may be done along with it, whatever the teacher who is using it believes or does- it is extremely effective". Krashen (1987) believes that this method is even more efficient than the Translation Method or Audio-Lingual. This method is very versatile, it can be used to develop anything: grammar structures, vocabulary items, speaking, pronunciation, listening; it can also be adapted to any topic. The TPR method "develops listening comprehension efficiently and pleasently" (Seely & Romjin, 2006, p. 4). It provides physical movement for the learners, the teacher controls the activity, but still creates a play-like environment that positively affects the students.

This method also reduces stress, because learners are not explicitly exposed to new words. Once they have become familiar with the new word and have produced it, the next time they encounter it in a textbook, in a text or hear it in an audio-visual aid, they are comfortable with it (Asher, 2012). This factor is useful at all ages, but even more so for adolescent and adult learners, because stress factor is most strongly present in them. Studies have shown its' effectiveness in improving the vocabulary. Teachers find TPR "superior to other ways of developing vocabulary" (Seely & Romjin, 2006, p.4). Especially for presenting and practicing "action verbs, names of objects, prepositions of place and many adjectives and adverbs" (ibid.).

Another advantage that TPR possesses is that it can be applied to VYLs, YLs, AdsLs, YALs, ALs, but also to learners with special needs.

Not only is this method effective for learners, but it can also be used by teachers, for example to assess learners' understanding. Teachers can easily read learners' progress because they can see whether or not they understand the "instructions". From this point of view, it is also effective for teachers to evaluate learners' improvements.

On the contrary, the flow and overuse of the method can become monotonous for learners (ibid.). It is therefore worthwhile not to rely on this method alone, but to combine it with other methods in teaching FL. Asher (2012) himself highlights the importance of combining this method with other tools, otherwise learners adapt to this method and loose its most efficient factor – engaging learners in the process of learning the FL.

Although Asher also suggest his method for ALs, it is not suitable for shy, introverted people, because they may feel uncomfortable, embarrased which can create a negative attitude in the learner. In children this does not develop so much, but in adolescents and adults avoiding this

discomfort is an important consideration for teachers. Thus, the use of this method with adolescent and adult learners depends on the members of the group and their ensamble.

PART III

RESEARCH OF AGE-DEPENDANT LANGUAGE PEDAGOGY ASPECTS OF FOREIGN LANGUAGE ACQUISITION

The primary objective of the research is to ascertain the opinions of FL teachers based on their teaching experience regarding the potential for the FLA to be successful at any age, as well as their habits in choosing pedagogical methods for each age group.

The research sought to answer the question of what are the upper and lower age limits for when a student can still learn a foreign language. Another research question was whether it is necessary for teachers to consider the age of learners when choosing the pedagogical methods they want to use. We also sought to find out which skills are the most difficult to develop at a young age, and which pedagogical methods have proved effective in developing them. Anotherissue that was touched upon in the research is the skills that are difficult to develop in adolescence, what are they and how can the teacher facilitate this? In addition, from the questionnaire we also wanted to find out what are the skills that are difficult to develop in adulthood and what strategies can help older learners to be successful in FLL.

The key hypothesis we attempted to prove is that the FLA can be successful at any age if appropriate pedagogical methods are employed.

3.1 Methodology

The theme of the current study is the following: research of age-dependant language pedagogy aspects of foreign language acquisition with FL teachers.

For this study, it is of interest to investigate the teachers' opinion about a sensitive period in the FLA. Their experience either supports or contradicts the existence of a critical period, which is the fundamental basis of this topic. Another research question is whether age alone is a determining factor in the success of language learning, or whether other factors exert an equal influence on the outcome. To determine age-appropiate pedagogical methods, questions about methods used in the lessons of each age group was asked. The responses of the teachers enabled us to address the research question of whether the disadvantages that make it more difficult for language learners to learn a foreign language due to their age are reduced by the pedagogical methods employed by the teachers in their lessons.

The research was carried out among teachers who are teaching foreign languages (English, German and other languages) in Transcarpathia. The objective was to gather data on

foreign language teaching across all age groups (Very Young Learners, Young Learners, Adolescent Learners, Young Adult Learners and Adult Learners).

For the research to be carried out the method of questionnaire deemed suitable (see Appendix 1). This method is used to determine qualitative data by asking for more in-dephts answers, which allowed us to gather the opinions of the teachers.

In the research data was collected in form of a questionnaire and method of analysis was employed where the given answers were analysed.

3.1.1 Participants

For the research to be completed twenty-one foreign language teachers were asked to fill out the questionnaire. The questionnaire was completed by teachers who teach English, German, Hungarian or other foreign languages in various educational settings, including kindergartens, primary schools, secondary schools, grammar schools, lyceums, colleges, language schools, language courses or private lessons. The experiences of the teachers who completed the questionnaire covered all age groups.

We have received answers from twenty female teachers and one male teacher. Eleven of them have completed an MA degree, six have a BA degree, three are still studying for a BA degree but are already teaching and one has a PhD degree. The data indicate that the respondents are highly qualified and the responses provided are deemed to be valid within the context of this research.
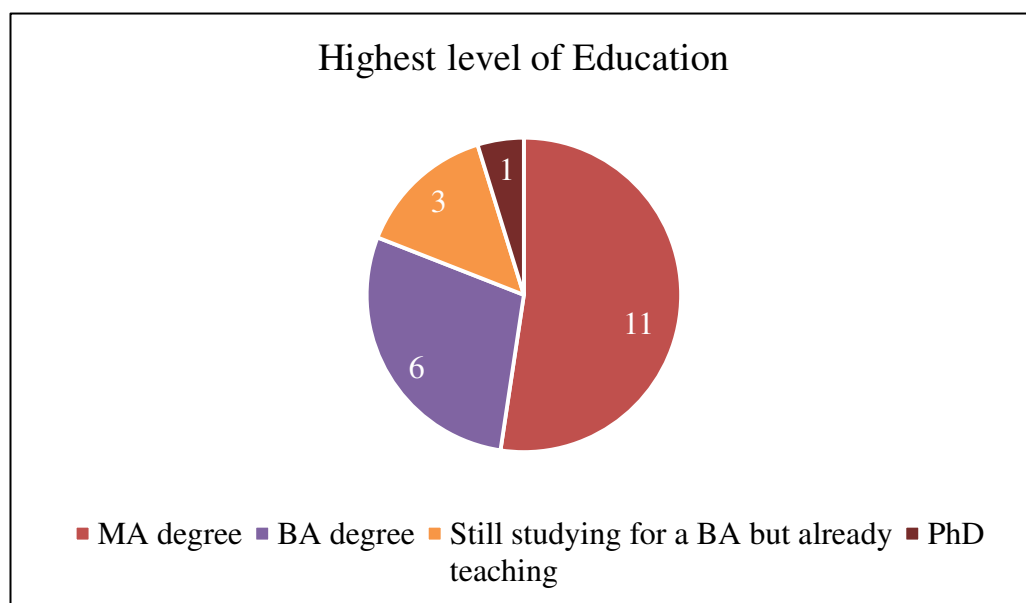

Figure 1. Teachers' highest level of formal education

The 21 respondents had varying levels of work experience, with four having 1-5 years, two having 6-10 years, eight having 11-20 years, and seven having more than 20 years. These results indicate that over half of the respondents have 11 years or more of work experience. In this research, teacher work experience was a significant factor, as those with such extensive experience are better positioned to understand the nuances of FLL and have tried out a range of pedagogical methods. A teacher with more experience can also offer a more comprehensive response to questions that require an exploration of diverse pedagogical approaches.

In the conduct of research, care was taken to ensure that only those with experience answered the questions regarding to specific age groups. Of the respondents, two teachers had experience with VYLs, fourteen with YLs, nineteen with AdsLs, six with YALs and five with ALs.

Not all those surveyed teach in schools. One of the teachers is employed in a kindergarten, four in a primary school, five in a secondary school, four in a grammar school, six in a lyceum, two in college, two in a language school, two teach language courses and six private lessons. For this question, some teachers had selected more than one answer.

Nineteen respondents teach English. Two teach German, one teaches Hungarian and one teaches another foreign language.

3.1.2 Research instrument

The research instrument which was used for gathering data was the teachers' questionnaire. The questionnaire was prepared in both Hungarian and English, with the intention of facilitating its dissemination to a wider audience of foreign language teachers in Transcarpathia. In total the questionnaire consists of 37 questions of different natures. It contains questions of multiple-choice, ranking, Likert scale and open-ended.

The first part of the questions, from the first to the sixth question, dealt particularly with general questions about the teachers: their gender, highest level of education, years of teaching experience, what form of education they provide, as well as the age group with which they have experience and which foreign language do they teach.

The second part of the questionnaire, questions 7, 8, 9, 10, 12, 13, 14, 15, 18 and 20, seeks to find out teachers' views on the existence of a critical period in the process of FLA. The third section, questions 11, 15, 16, 19 and 21, aims to investigate age-dependent language pedagogy aspects of FLA.

The next five sections are structured in a similar way. These sections are built around questions about the characteristics of each age group: VYLs, YLs, AdsLs, YALs and ALs. In each section, we first asked teachers to rank which skills were the most difficult to develop. We then applied two further questions, about the pedagogical methods used to teach the most difficult skills, according to the theory, to develop for each age group. From these answers, we wanted to find out which methods were effective in areas that were challenging at different ages.

In the last question, we listed different pedagogical methods and approaches and asked teachers to indicate for each method which age group they would prefer to use it with.

3.1.3 Procedure of the research

The research was carried out virtually in the spring semester of 2024 via Google Forms. Our first task was to construct the questionnaire both in English and Hungarian. The questionnaire was designed in such a way that several questions were formulated to address the same research question. Consequently, the veracity of the respondent's answer could be assessed by cross-referencing the other questions, thus determining whether the individual in question was providing contradictory responses.

Subsequently, the questionnaire was distributed to those who met the specified criteria, namely language teachers who teach foreign languages in Transcarpathia. During the research, the non-probability sampling method was selected. To obtain data that would be relevant for the analysis of the topic, we selected the teachers one by one and forwarded this questionnaire to them. The objective was to elicit responses about each age group's teaching.

Once the data had been collected, it was subjected to analysis.

3.2 Findings and discussion of the research

The questionnaire of the research consisted of a total of 37 questions of different types. These questions have been arranged in seven sections The first part of the questions, from the first to the sixth question, dealt particularly with the teachers: their gender, highest level of education, years of teaching experience, what form of education they provide, as well as the age group with which they have experience and which foreign language do they teach. The results of these questions are presented in the subsection **3.1.1**.

3.2.1 Teachers' perceptions of the Critical Period

The seventh question posed to teachers was whether they believed there was an optimal age to commence learning a foreign language. The responses to this question were highly varied. Most of them, seven teachers answered that an optimal age is most likely to exist. In case the respondents indicated a positive response, we requested in the eighth question that they indicate the age at which they believe it is optimal to commence foreign language learning. The average age at which respondents indicated that they believed it would be optimal to commence learning a foreign language was between two and twelve years of age. Four of them answered that they are sure there is an optimal age. Their answers to the next question were unanimous in favour of an early start: „As soon as possible". Six of the respondents answered that they are not sure if it exists or not. Two of them answered that it is likely that an optimal age does not exist and other two of them responded that they are sure it does not exist. The result is that 11 teachers thought that there was an optimal age to start learning a foreign language and their answers coincided with the age limits of the critical period. Six respondents were hesitant and four felt that there was no such age.
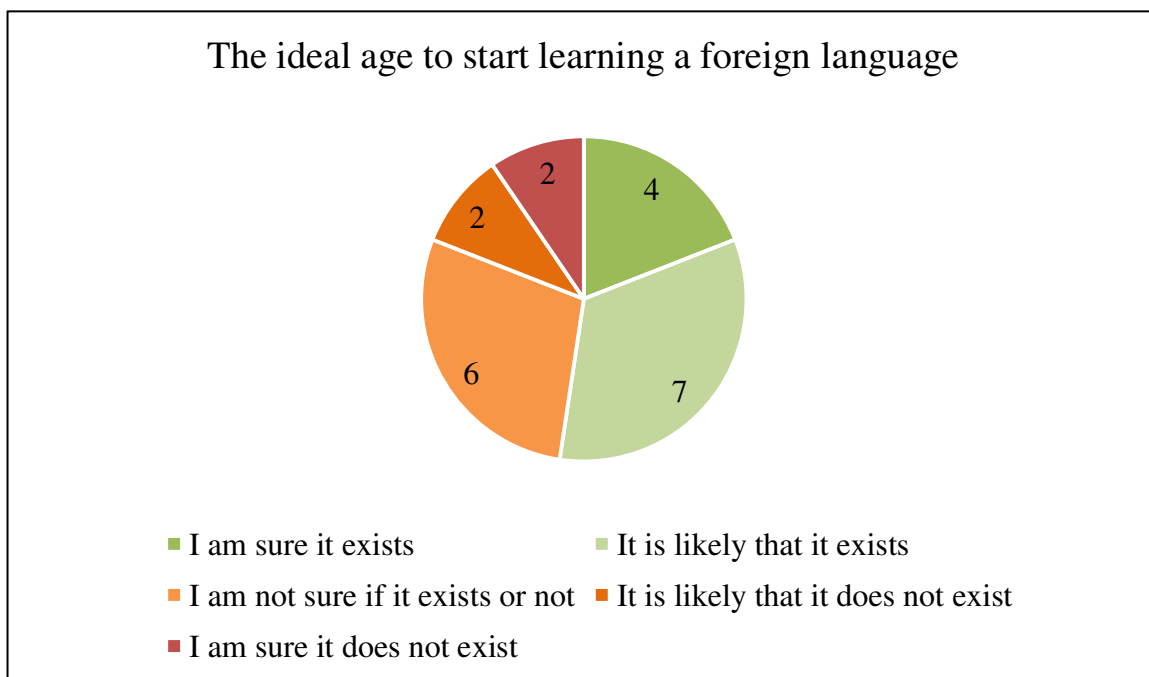
Figure 2. Teachers' view on whether there is an ideal age to start learning a foreign language

The objective of question nine was to ascertain teachers' opinions on the existence of an upper age limit for successful FLA. As in the previous pair of questions, we then posed: If so,

what age would that be? Nine of them responded that they are sure that an upper age limit does not exist. Other three teachers answered that it is likely that it does not exist. Three respondents abstained from giving a definitive response to the question, stating that they were uncertain as to whether it exists or not. Five answered that it is likely that it exists and only one of them answered that it definitely exists. In question ten, nineteen respondents indicated that language learning could be started in adulthood and one person indicated that it could be started no later than 20 years old.
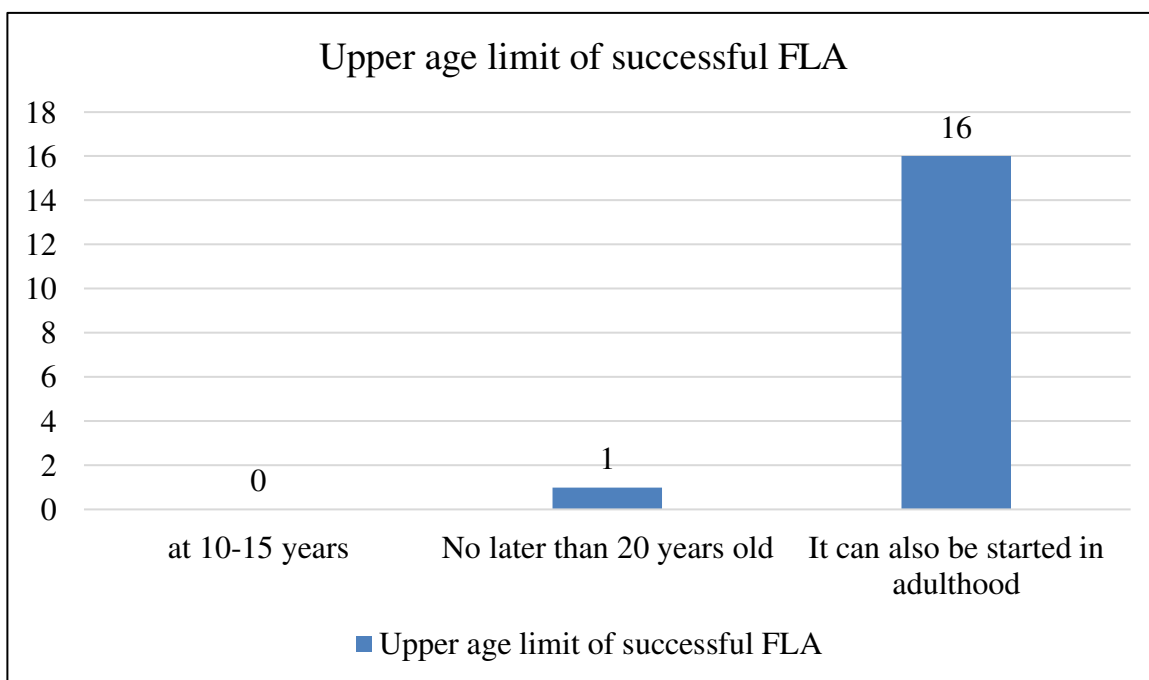
Figure 3. Teachers' view on upper age limit of successful FLA

From the chart, it can be concluded that, although in the previous pair of questions (7,8), the majority of answers indicated that an early start is ideal, foreign language learning can also be started in adulthood.

The following ten questions were statements and we asked teachers to give their opinions on a scale from 1 to 5 (1 meaning strongly disagree, 5 meaning strongly agree).

The first statement stated that early language learning is a guarantee for successful FLA. Answers varied mostly from a scale of 3 to 5. Five teachers chose answer 4, giving the option that they agree with the statement. Four teachers chose option 5 on the scale, stating that they strongly agree. The majority of the respondents, nine teachers chose option 3 on the scale, stating that they neither agree nor disagree. Other two teachers chose option 2 and another one answered 1, giving the option of strong disagreement. According to the opinion of the respondents, we

may imply that an early start is beneficial for FLA, although it alone does not guarantee a successful outcome.

The subsequent statement expresses that teenagers are still very good at acquiring a language through a memory-based process, but biological changes take the focus away from learning. The highest number of responses, nine, was for option 4 indicating agreement. Six teachers marked neutral option 3, five marked option 2 and one marked option 1 indicating disagreement.

The next statement of the research was particularly about the effectiveness of the pedagogical methods. It was stated that foreign language acquisition can be successful at any age if appropriate pedagogical methods are used. The fourth and fifth options were selected by the greatest number of respondents, with 9-9 teachers selecting both. The remaining three teachers selected options 1 to 3.
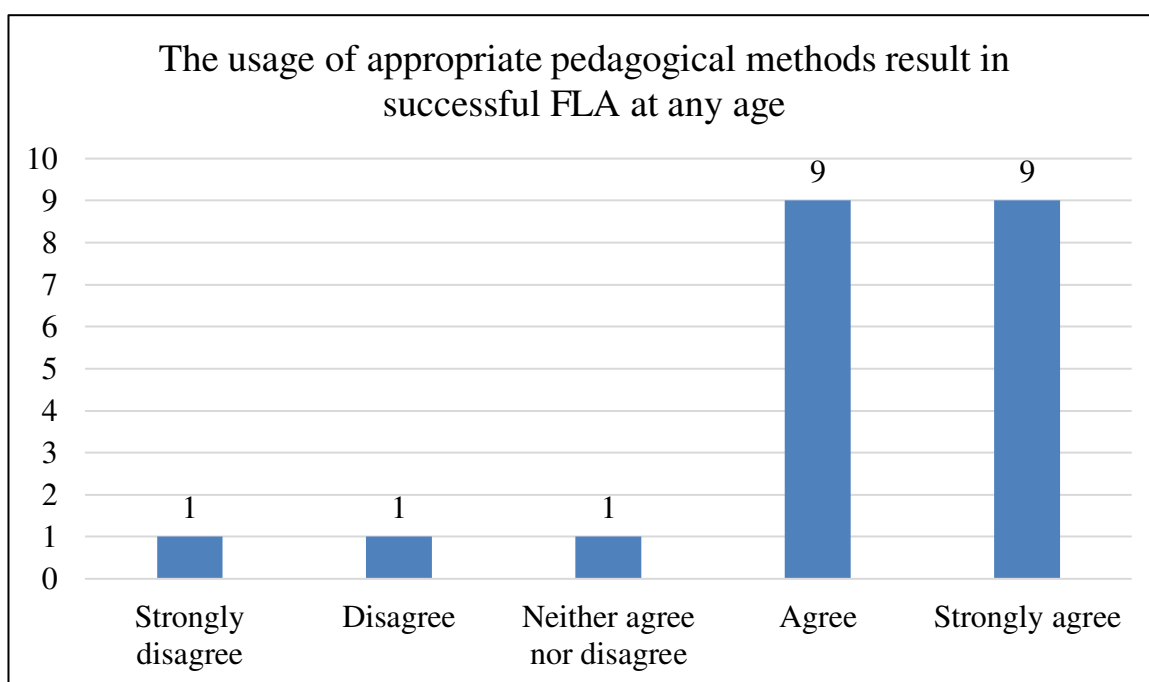
Figure 4. Teachers' opinion on the effectiveness of age-appropriate language pedagogical methods

In another statement, we aimed to gather information about the „fossilization" in the FLA process among adult learners, because according to the theory, for them, the learning process takes less time than for their younger peers, but younger learners retain knowledge at a deeper level. We stated, that adult language learners often experience initial success in acquiring a foreign language. However, they may later encounter challenges that lead to stagnation in their learning progress, unlike young learners who take longer to learn but retain knowledge at a deeper level. In response to this statement, a remarkably high number of teachers, thirteen,

chose option 3, which expresses a neutral opinion. The second most frequently selected option was 4, with five teachers indicating that they agreed with the statement, two that they disagreed with the statement and one that they strongly disagreed with the statement.

We stated that in adulthood, foreign language acquisition can be successful only if the learner is highly motivated then in the next one that in adulthood, FLA can be successful only if the learner is exposed to high language input. The two statements were explicitly formulated to take into account the effective filter and the external factors such as language input which, according to the literature, play a major role in the language learning process of adult language learners. Although 18 teachers previously agreed that language learning can be successful at any age with appropriate pedagogical methods, when we formulated the statement that FLL for ALs can only be successful if the learner is highly motivated or exposed to high language input, the majority agreed.
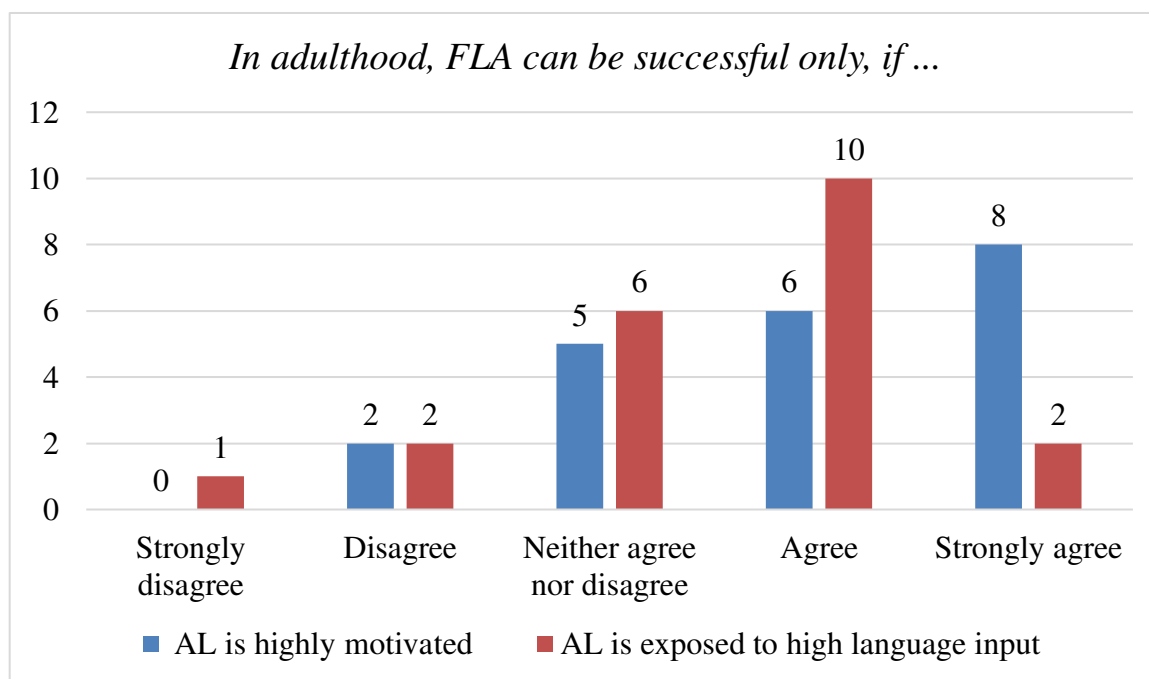
Figure 5. Teachers' views on motivation and language input as influencing factors in FLA

This result indicates that motivation and high language input may be of equal importance or more to the success of the learning process of adult learners, as are appropriate pedagogical methods. We can also conclude that age is not the only factor influencing the success of the FLA.

3.2.2 Age-dependant pedagogical aspects of FLA

In this section, we will analyse five questions. These questions have been formulated in such a way that we can use the answers to find out whether teaching practice matches theory when it comes to age-appropriate language pedagogy.

First, we asked teachers whether they consider the age of the learners when choosing the teaching methods. Nineteen teachers answered, that they always consider it, one said they often and another teacher answered usually.
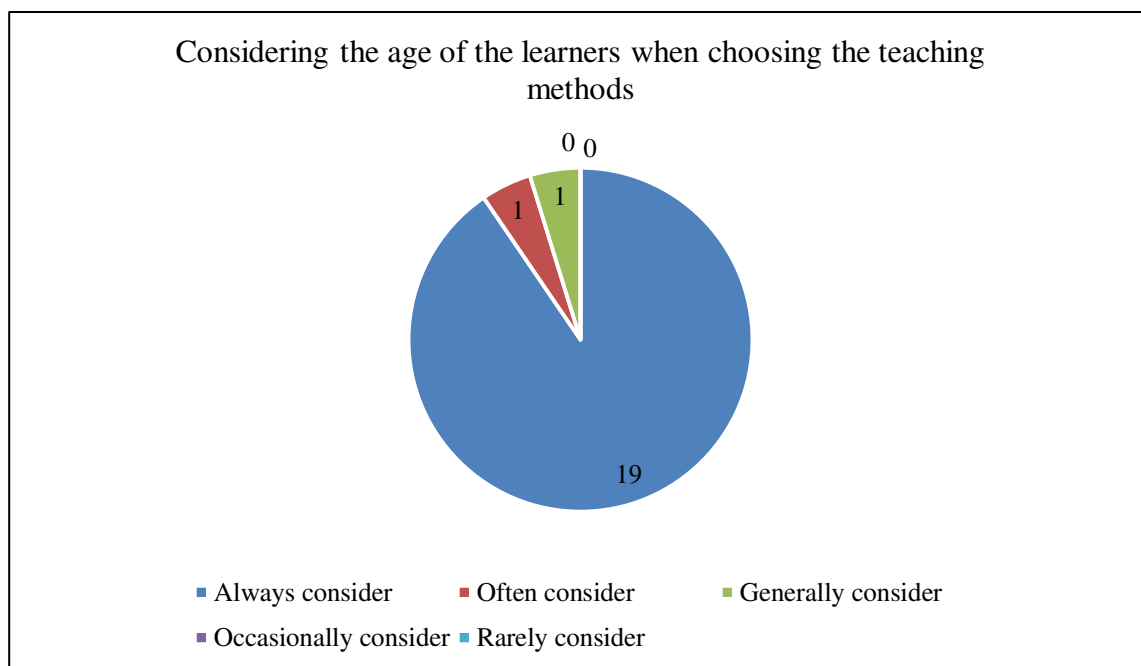

Figure 6. Teachers' consideration of learners' age in choice of teaching methods

From the answer, we can conclude that it is effective to choose pedagogical methods adapted to the age of the learners.

The next two statements addressed the acquisition of pronunciation among younger and older learners. The statements were formulated in a way that responses would provide an answer to the question of young learners acquiring the pronunciation system of a foreign language using the imitative method, while older learners can not do it naturally and need to improve their pronunciation with additional pronunciation practice.
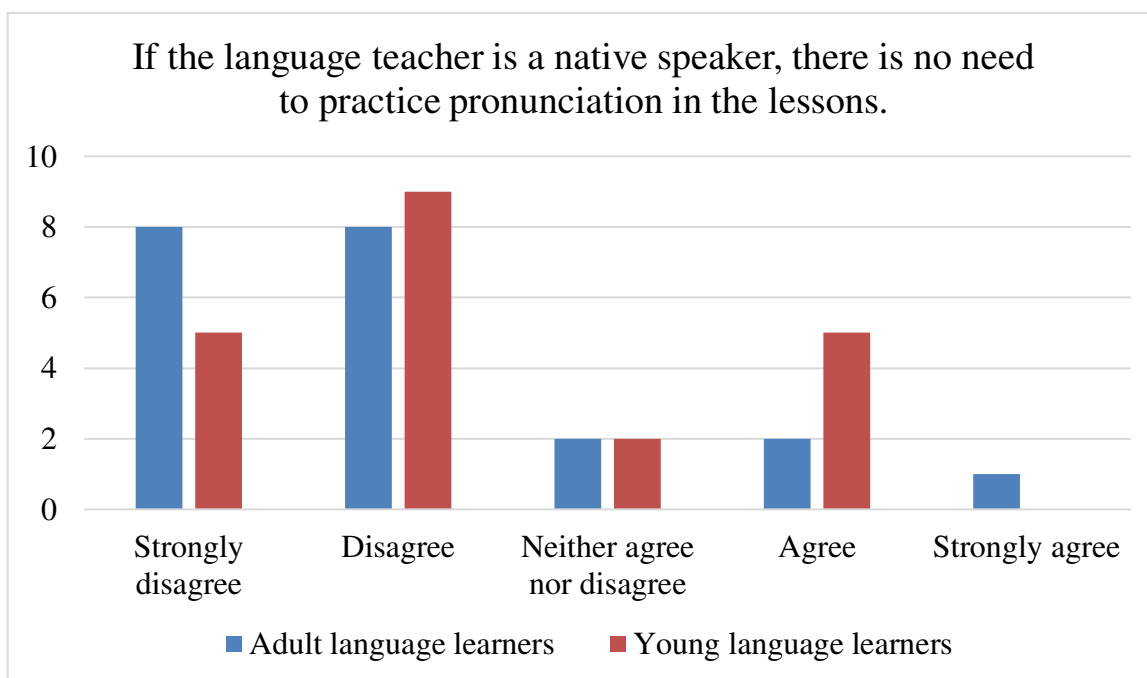
Figure 7. Teachers' views on young and adult learners' need for pronunciation practice while receiving high language input

The results showed that learning differed some between the two age groups. For adult learners there is greater agreement, with eight teachers marking option 1 and a further eight marking option 2, indicating disagreement. Two teachers marked option 3, another two marked option 4 and one teacher marked option 5, indicating agreement. For young learners, opinions were slightly more divided. Most teachers, nine, gave option 2 and a further five gave option 1. So, in total, fourteen teachers disagreed that there is no need to practise pronunciation in class when young language learners are taught by a native speaker. On the other hand, five teachers agreed. Comparing the responses to the two statements, the result is that pronunciation should be practised separately for each age group, although older learners need more practice when it comes to their pronunciation than younger learners.

The following statement also aimed to understand attitudes towards pedagogical methods. We have associated the rule-based approach with young learners. Theorists argue that this method is more appropriate for adult learners because they already have metalinguistic awareness, as opposed to young learners who acquire the language by accident. We stated that rule-based approach can be successful with young learners. Four teachers selected option 1 meaning strong disagreement, eight of them chose option 2 suggesting disagreement, four of them stayed neutral and five teachers agreed with the statement by choosing option 4. These results suggest that this approach may not be successful with young learners, because more than half of the teachers have indicated their disagreement with the statement.

In the next statement we wanted to find out whether the use of technology and multimedia resources increases teenage learners' engagement in language learning. This statement is formulated to answer the question of to what extent teenagers' disadvantage of their high effective filters are reduced by the use of digital devices. Eleven teachers chose option 4 meaning an agreement and nine of them answered option 5 which suggests a strong agreement. One teacher selected the neutral option 3.
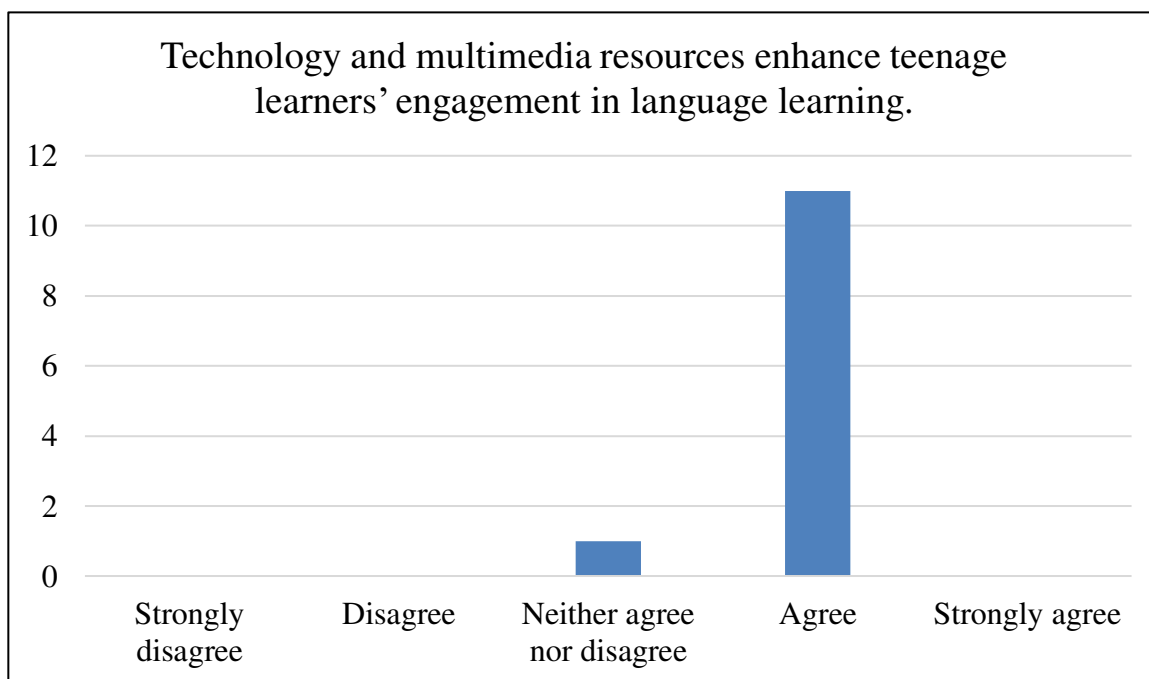

Figure 8. Teachers' opinion on whether the inclusion of technology and multimedia resources in the teaching of adolescents has a positive impact on the FLA process

With this result, we may imply, that the use of technology and multimedia can reduce the disadvantages given by age among adolescent learners, one of which is a low affective filter.

3.2.3 Effective methods for Very Young Learners and Young Learners – Teachers' Responses

In the next two sections, we wanted to ask teachers about very young learners and young learners in more detail. Before completing each section, we asked teachers to answer only if they had experience with the age group in question. In this way we tried to elicit valid responses.

In each section, we first asked teachers to rank which skills were the most difficult to develop, with 1 being the most difficult and 7 being the easiest.

We first analyse the responses regarding VYLs. Speaking fluently was ranked first and fifth most often. Grammar also ranked first and second most often. Vocabulary was more consistent, with the seventh most popular, i.e. the easiest to develop. Two other teachers ranked it second, which implies that it is difficult to teach vocabulary to VYLs. There is no consensus on Writing either, but no one thinks it is the easiest. There is no unanimity on Reading, but it can be placed in the middle based on the difficulty of development.
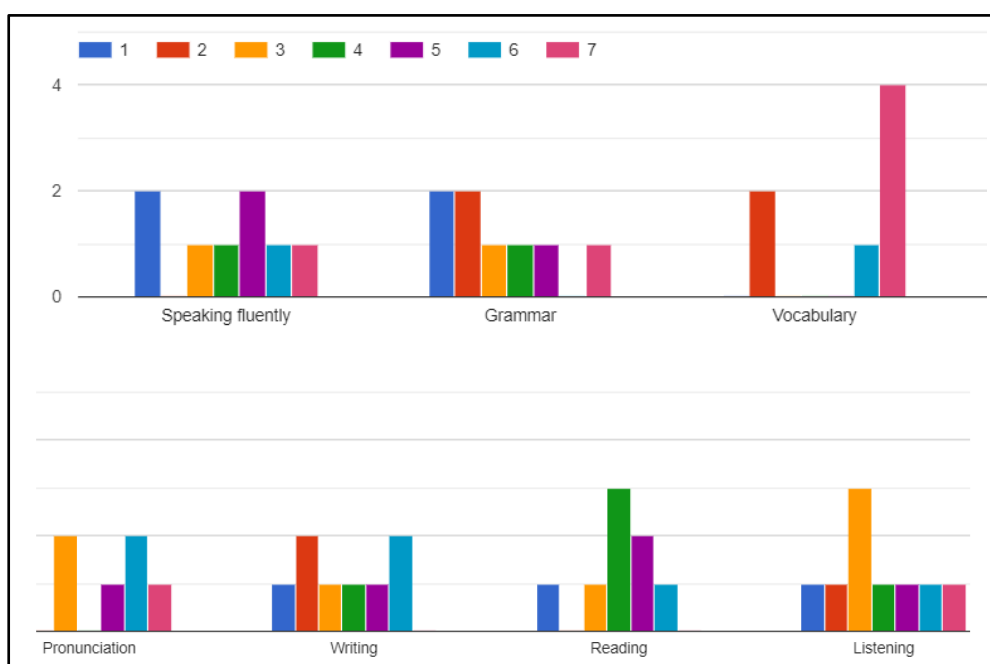
Figure 9. Teachers' ranking of skills most difficult for VYLs to develop

From the data, we can observe that no teacher ranked Writing and Reading alone as the easiest skills to develop. Vocabulary development was ranked as the easiest to develop by four teacher out of seven. There were split responses for Pronunciation, with half of the respondents placing it at the top of the list, i.e. the most difficult to develop in their experience, and the other half of the respondents placing it at the bottom of the list, i.e. the easiest. Two teachers indicated that developing Speaking skills was the most difficult, with the remaining teachers placing the development of this skill at the middle or end of the list. Listening was also ranked in mixed places, but still has one outlier: third. Most teachers tried to place the teaching of Grammar between first and second, but some teachers placed it in the middle of the list and there was one teacher who ranked Grammar as the easiest to teach.

The theory is that grammar can be a challenge for very young learners. We could also observe it in the previous question. Another question was asked to find out what methods and

activities are effective when it comes to teaching grammar to VYLs. It was an open-ended question. The answers have been summarized in **Table 1.**:

Playful learning; Games
TPR – Total Physical Response
Listening to music, fairy tale
No need to teach explicit grammar

Table 1. Examples of teaching methods to employ in teaching grammar among VYLs

Some of them stated that there is no need to teach explicit grammar. Employing games was another suggestion, which confirms the theory, that children learn best through playing and by explicit instructions the teaching process will not be successful. Other suggestions were the TPR method and listening to music and fairy tales – they both rely on the act of listening.

Another question was posed to gather activities that are effective for VYLs when it comes to teaching vocabulary. It was also an open-ended question, the most frequent answers are presented in **Table 2.**:

Listening to music
Watching videos, playing games, dramatizing
Show drawings or pictures
Reading them stories

Table 2. Examples of strategies in teaching vocabulary to VYLs

As it can be observed vocabulary teaching is also based on the activity of listening and and that they introduce the foreign language to the learners through tasks that they would like to do anyway - this is how children are said in theory acquire a FL by accident.

Then we asked teachers about YLs. The first question was the same, they had to rank according to the difficulties of developing the following: Grammar, Vocabulary, Pronunciation, Writing, Reading, Listening and Speaking fluently. In **Figure 10.** we can also observe the difference between VYLs and YLs. The answers to this question were also very mixed.
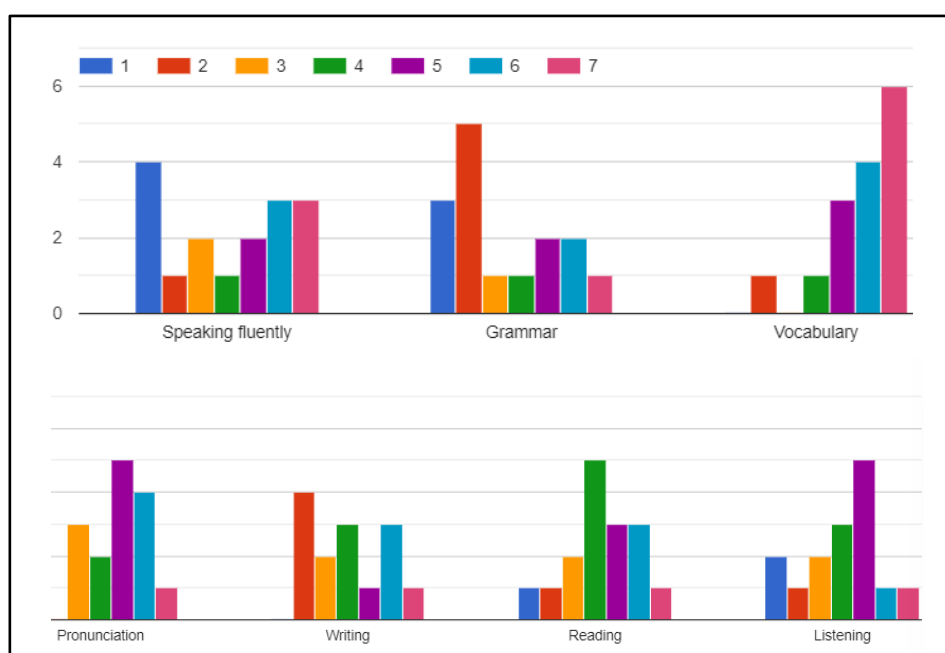
Figure 10. Teachers' ranking of skills most difficult for YLs to develop

Vocabulary is also prominent here in seventh place - meaning that vocabulary is easy to develop for YLs. Grammar and Writing were ranked in the top two by completers suggesting that they are challenging to develop. Reading was again ranked fourth by most respondents, which is a mid-table position. Pronunciation was ranked fifth and sixth - indicating that it is easier to develop. Listening was also ranked fifth by many. But if we look at Figure 10, we see that some skills have the most options: Speaking fluently was marked by some teachers as the most difficult skill to learn and also the easiest - in this case we can only base our ranking on which one was marked by more people - in this case it was ranked first by more people. But if we take into account the last two places, since the sixth place is still more on the difficulty scale, it should be treated as an easy-to-develop skill by a ratio of six to four.

What we can observe for comparison between VYLs and YLs is that for YLs, developing Speaking fluently is judged to be easier than in VYLs. Writing is harder for YLs and Listening is easier. The former can be explained by the fact that YLs are facing writing tasks for the first time, while VYLs are not so much engaged with this type of tasks yet.

The next question was asked about approaches and methods that teachers have found effective in teaching grammar to YLs. Their most frequent answers are summarized in **Table 3.**:

Role-play, entertaining games, real-life examples and repetitive practice; Applying it to real-life situations
Communicative language teaching, because children like to talk
The inductive method is best, however, I try not to teach grammar as such to YLs. Rather, I teach what meaning to express with what structure; Inductive method; Interactive or deductive teaching
I only said the bare essentials (e.g. the -s verb in the Present Simple), I didn't really do much grammar, I trusted them to use it in the same way as they heard me use it; No need to teach explicit grammar
Mix the deductive and inductive approaches and definitely put the examples into practice

Table 3. Examples of strategies in teaching grammar to YLs

Then we asked them about their experiences on which methods and strategies they found effective in teaching vocabulary for YLs. In **Table 4** we can find age-appropriate teaching methods and strategies that can be implied when teaching new words to YLs.

Storytelling using the learned words
Visual stimuli; oral and written word tests
Communicative language teaching
Total Physical Response
Children are different so they have their own preferences, but one thing is sure: it is essential to use visual aids with YLs when teaching them vocabulary
Reading out aloud; Reading texts; Introduce new words in the context of a story a student reads
Role-play, playful exercises

Table 4. Examples of strategies in teaching vocabulary to YLs

The answers for both of the last questions are in alignment with the theory.

In the last question of the survey we listed different pedagogical methods and approaches and asked teachers to indicate for each method which age group they would prefer to use it with. For VYLs and YLs they mostly chose Role-play, play-based pedagogy, TPR, Audio-lingual and audio-visual methods, Outdoor learning and Experiential education.

3.2.4 What works for Adolescent Learners - What do the teachers say?

In this section, we wanted to ask teachers about AdsLs in more detail. Before completing it, we asked teachers to answer only if they had experience with this age group. In this way, we tried to elicit valid responses.

First of all, we asked the teachers to rank which skills were the most difficult to develop, with 1 being the easiest and 7 being the most difficult.

There was no consensus in most options here either. Almost all skills were ranked from first (hardest) to seventh (easiest). The most devisive was Writing, which can be seen in **Figure 11**:
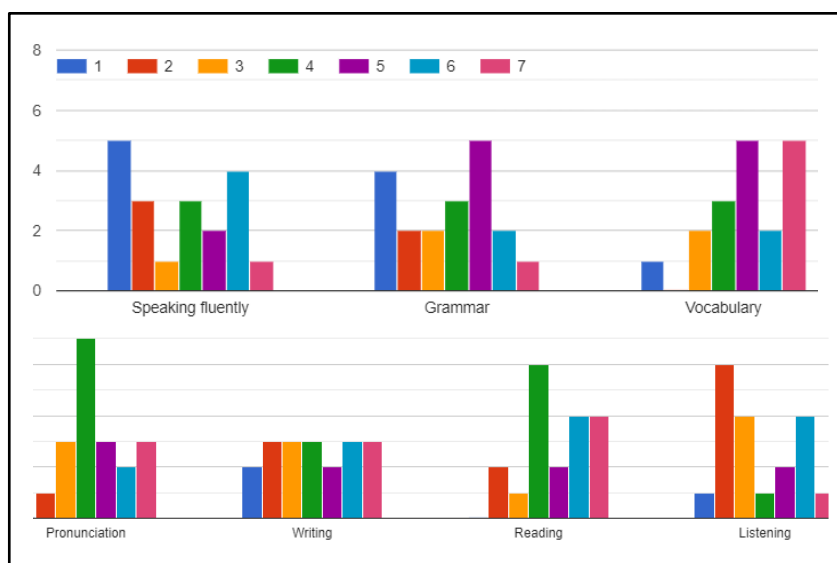
Figure 11. Teachers' ranking of skills most difficult for AdsLs to develop

Most placed Speaking fluently in the first place, indicating its difficulty in the process of learning. Listening is ranked a close second. Pronunciation and Reading were ranked fourth, in the middle of the difficulty scale. Vocabulary shares fifth and seventh places, which is more indicative of the ease with which it can be developed. Grammar is not at the top of the difficulty scale for the first time after the previous two age groups, which is in line with the theory that AdsLs are the best at grammar.

In the next question, we wanted to gather methods, strategies and tasks that make it more efficient for AdsLs to acquire an FL. Teachers suggested the following, based on their experience:

Using as many multimedia tools as you can
Experiential learning, project-based learning, game-based learning, group learning; Engaging exercises, involving teamwork, where they can discuss it with each other

Constantly using popular culture they might be familiar with as examples
Audio-visual effects
Coaching Approach

Table 5. Examples of teaching methods and instructional strategies that effective in helping AdsLs acquire and retain FL knowledge

According to linguists and methods, adolescence is the optimal time to learn a foreign language. But they have high effective filters and a lack of motivation, which in turn can be reduced, or at least that is what we assumed. How, teachers tell us in **Table 6.**:

Using digital gadgets
Experiential learning, project-based learning, game-based learning
Incorporating videos and music into classwork
Present realistic vocabulary
Make funny twists when explaining the new topic, like I say interesting or funny, but real examples, stories.
Reading out loud, translating, discussing
Variability, taking into account their current mood and condition. Flexibility. I have ideas up my sleeve, and I use whatever seems good at the time.

Table 6. Teachers' responses on what methods, strategies and tasks have proved successful in maintaining AdsLs' attention and motivation

In the final question where we asked teachers to indicate the age group with which they would prefer to use the listed methods, respondents chose role-play, Project Method, Play-Based Pedagogy, Audio-lingual and audio-visual methods and experiential education.

3.2.5 Age-appropriate methods used by language teachers for Young Adult Learners and Adult Learners

Ever since the critical period hypothesis, there have been preconceptions that only children can achieve a native-like proficiency on an FL. Have older learners run out of time? Many have refuted this. In this section of the questionnaire, we wanted to investigate whether their age predicts their success in learning an FL or whether it is a more complex issue. Or, if the latter,

how the teacher can make the learning process more effective? First, we asked teachers to rank the skills listed in order of difficulty.
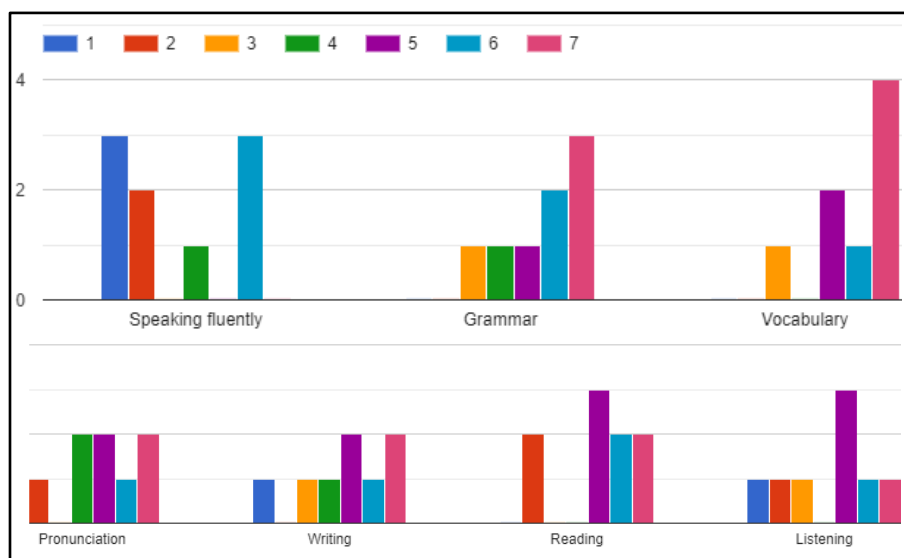

Figure 12. Teachers' ranking of skills most difficult for YALs to develop

From Figure 12, we can observe a striking difference between younger and older learners, with Grammar being the second to last and last most frequently ranked, which means that grammar is the easiest to develop; no teacher ranked it first or second. Vocabulary is by far the last, i.e. teachers think it is the easiest to improve compared to the others. Speaking fluently had two contradictory results, with the first (i.e. difficult to develop) and second to last (easy to develop) rankings being marked by the same number of teachers. Reading and Listening came fifth. Pronunciation and Writing were similarly ranked towards the easier end of the scale.

From the colours, it is visible that the dominant colours are those that indicate the ease with which certain skills can be developed (purple, light blue and pink).

Then we asked whether YALs can achieve fluency in a foreign language and if so, how can the learner succeed in mastering this skill. The experiences of teachers are gathered in **Table 7.**:

If they are motivated, have good language skills, live in an environment where the foreign language is spoken as a native language
With plenty of practice, young adults can achieve remarkable results, provided they are motivated enough
By getting as much input as possible
It is a question of will

They can, they are more motivated, they can learn. Listening to podcasts, watching films and talk
If they have an important purpose

Table 7. YALs chances of acquiring fluency in FL and the way to achieve it

All the teachers were positive, but some of them linked the success of FLA to certain conditions, such as a good sense of language, strong motivation, amount of input, will. Only a few of the respondents preferred to link the success of FLA to strategies and activities.

In another question we addressed the teachers, we asked what should they focus on when teaching a FL to YALs. A few answers are gathered in **Table 8.**:

The import of topics of interest to them and the purpose for which they are learning the language should be kept in focus
Make them practice speaking a lot
Positive feedback, recognising learners' learning difficulties, making learning fun, motivating, praising, not just pointing out mistakes
Make them interested;   Focus on keeping the lessons entertaining and engaging

Table 8. On what should teachers focus when teaching a FL to YALs

In the last section, teachers were asked about their experiences on teaching FL to ALs. as in each of the other sections, we first looked at how difficult it is to develop different skills at a certain age.
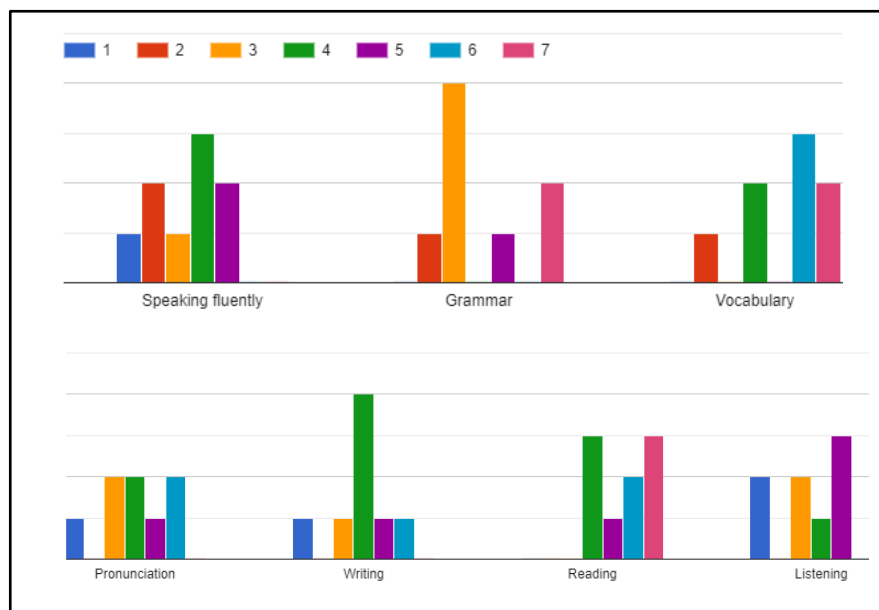
Figure 13. Teachers' ranking of skills most difficult for ALs to develop

From **Figure 13.** it is observable that in contrast to YALs, ALs have greater difficulties in acquiring Grammar. Reading is also one of the easier skills to develop. Speaking fluently, Writing, Listening and Pronunciation are also ranked towards the middle of the list. On average, everything is more in the middle. In contrast to YALS, the dominant colours here are green and yellow, indicating that no skills that are particularly easy or difficult to develop. For the bias that older learners are no longer able to succeed in FLA, there are pink and light blue colours, which indicate the ease with which certain skills can be developed.

In the following question we asked whether ALs can achieve fluency in FL and if so, how. A few answers are gathered in **Table 9.,** which summarise the overall opinion of the respondents:

Yes, I would think so. I have seen examples of such. I think adult learners can make better grammatical connections and overall have a better understanding and experience on learning things
Definitely, they can. A lot of revision and practice can help
Yes, learning explicit vocab and use it every day
The older you get, the harder it is. My 63-year-old student forgets a lot of words and has to relearn them. He won't speak at a high level because it's not so easy to memorize.
Yes. I think with diligence.

Table 9. Teachers' opinion on whether ALs can achieve fluency in FL and if so, how

In the next question we tried to summarise what a teacher should focus on when teaching ALs. Some questions have been collected in **Table 10.** to illustrate teachers' views:

Repetition, organisation, up-to-date and interesting exercises
As far as I am concerned, I find it challenging not to tackle sensitive topics that might have a negative impact on the adult learner.
Teaching explicitly
To be patient and create a relaxed atmosphere to make learning as easy as possible

Table 10. Tachers' opinion on what should they focus when teaching ALs

In the last question, teachers were asked which of the pedagogical methods, approaches and organised teaching methods they would prefer to use in which age groups. The numbers on project method were higher in case of young adults than adult learners. Although in theory TPR is an effective method for adults as well, out of twenty-one teachers only six indicated that they would use the TPR method for YALs and four teachers for ALs. Grammar Translation Method was chosen for this age group the highly, as well as self-directed learning. The flipped classroom was also popular regarding YALs (12 answers). Rule-based approach, consciousness-raising approach were the most frequently chosen approaches among YALs and ALs. This result could be due to their metalinguistic awareness and their past experiences with other languages.

3.3 Consequences and pedagogical implication

The factor of age in FLA has been studied for a long time. Various hypotheses have been put forward that age is such an influential factor in FLA that it predisposes to its success. While others have argued that age is only one of the influencing factors on FLA. The study's findings show that teachers consider the age of the learners when choosing teaching methods to make FLA successful. Their experiences with the characteristics of learners of different ages were in alignment with theory.

Teachers currently believe that learning a FL should start "as soon as possible" in childhood, or at least before puberty. But they do not think that there is an upper limit to successful language learning, with all but 1 teacher saying that it can be started in adulthood. The period of time during which a learner can still successfully master a foreign language is therefore considerably longer than that defined by Penfield and Roberts (1959) in their hypothesis.

One of the main goals of this research was to determine whether considering the age of learners when choosing pedagogical methods is pivotal. In response to our further questions, where we asked them separately for each age group which pedagogical methods they would use, they also gave different answers and methods, which also proves that pedagogical methods should be age-dependent, because for example a rule-based approach will not be effective with young learners (I have taken this example from the answers to the questionnaire). They agreed that pedagogical methods in childhood and adolescence provide something these learners might miss for their FLA to be successful. This is not so strongly true for ALs, where they are more likely to have different conditions attached to their chances of success, like motivation, native language environment, good language skills.

Teachers' responses to the skills that were most difficult to develop in childhood were quite varied. This suggests that it is still difficult to answer this questionfor VYLs, perhaps because their education is not as organised as that of older learners. For YLs, we can already observe that Grammar, Writing and Speaking fluently are the most difficult to develop. The teachers' view is that it is not necessary to teach grammar, it is enough to memorise certain structures "I relied on pattern recognition, that as I used it, so will they", one teacher replied. In addition, they use the TPR method, role-playing, many other kinds of games and listening tasks, such as listening to stories and music combined with side tasks. The use of visual-aids is also highlighted by many teachers.

According to the questionnaire, Speaking fluently and Listening are the most challenging skills for adolescents. In case of AdsLs, for the first time, after VYLs and YLs, Grammar did not get the first place in the difficulty list. This is consistent with the theory that learners start thinking abstractly in adolescence. In their case, it is more challenging to reduce their effective filter and maintain their attention. Teachers believe that digital tools and visual-aids are a good way to do this. In addition, they also use the Project method and many team tasks - again in line with the theory that learners learn better through social interaction. According to teachers' responses, it is important to make AdsLs talk a lot - the Communicative Approach was suggested by many teachers. Reducing their effective filter is also the teacher's task, they try to achieve this effect by trying to connect learning with the real-life as much as possible; taking into account what interests learners; giving them the freedom to deal with a topic in the FL that interests them; variety of tasks.

For older learners, Grammar is no longer at the top of the difficulty scale, with more marking it as easier to improve than difficult - these responses are also in line with theory. Speaking fluently is more of a challenge for them. For ALs, however, FLA does not depend on effective teaching methods, but rather on other factors. When teachers were asked whether an

AL could learn a foreign language, they were all very positive. When asked how this could be achieved, most of them replied that they could only learn if:

- they are in a native environment;

- they are sufficiently motivated;

- have good language skills.

We then asked specifically what pedagogical methods help ALs with FLA and what the teacher should focus on. Teachers' answers were: repetition; finding out what learning strategies work for the learner; giving positive feedback on correct answers, not just pointing out mistakes; being patient.

Results of this research have shown that different age groups have different difficulties in the learning process and teachers need to take this into account when choosing the appropriate pedagogical methods.

CONCLUSIONS

The main focus of the thesis was age-dependent language pedagogy aspects of foreign language acquisition. Age does seem to influence the process of foreign language acquisition. It would be wrong to simplify this process by saying that age predestines the process of foreign language learning. What about the other factors? There do seem to be other influencing factors, partly related to age (Affective Filter), but there are also separate factors (language input).

This thesis touched upon the fundamental hypotheses and approaches of language acquisition that concern the age of the learners; other factors influencing the learning process; the problems of classification of learners into age groups; the characteristics of very young-, young-, adolescent-, young adult- and adult learners; addressed the history of language pedagogy methods; described the basic methods and those in use nowadays.

The research described in the thesis was focused on age-dependent language pedagogy aspects of foreign language acquisition. The study intended to learn about teachers' experiences in the topic. We have find out that teachers consciously take the age of learners into consideration when choosing pedagogical methods. In their opinion, if pedagogical methods are chosen that complement well the learners' characteristics and needs, foreign language learning can be successful at any age. But when we asked the teachers reinforcing questions, it turned out that this statement is not true for all age groups. In childhood and adolescence, the disadvantages that arise from the age of the learners can be balanced by pedagogical methods. While, for example, successful foreign language acquisition by adults has been linked to conditions rather than effective pedagogical methods.

Despite agreeing to a certain extent with the critical period hypothesis, when they answered that it is worth starting as early as possible, most teachers answered that it is still worth starting to learn a foreign language as an adult and were positive about successful outcomes.

Overall, my hypothesis has been only partially proven, as the teachers asked believe that age-related disadvantages can only be effectively reduced by pedagogical methods in childhood and adolescence, while in adulthood other factors can have an equal influence on the success of the process, such as the age of the learner or the pedagogical methods used.

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РЕЗЮМЕ

Основна увага в дисертації була зосереджена на вікових аспектах мовної педагогіки у вивченні іноземної мови. Здається, що вік дійсно впливає на процес вивчення іноземної мови. Було б неправильно спрощувати цей процес, кажучи, що вік визначає процес вивчення іноземної мови. А як щодо інших факторів? Здається, існують інші фактори впливу, частково пов'язані з віком (афективний фільтр), але є й окремі фактори (мовний внесок).

У цій дипломній роботі були розглянуті основні гіпотези та підходи до вивчення мови, які стосуються віку учнів; інші фактори, що впливають на процес навчання; проблеми класифікації учнів на вікові групи; характеристики дуже маленьких, молодих, підлітків, молодих дорослих та дорослих учнів; розглянута історія розвитку методів мовної педагогіки; описані основні методи та ті, що використовуються в даний час.

Дослідження, описане в дисертації, було зосереджене на вікових аспектах мовної педагогіки вивчення іноземних мов. Дослідження мало на меті дізнатися про досвід вчителів у цій темі. Ми з'ясували, що вчителі свідомо беруть до уваги вік учнів при виборі педагогічних методів. На їхню думку, якщо обрані педагогічні методи добре доповнюють особливості та потреби учнів, вивчення іноземної мови може бути успішним у будь-якому віці. Але коли ми поставили вчителям уточнюючі запитання, виявилося, що це твердження справедливе не для всіх вікових груп. У дитячому та підлітковому віці недоліки, які виникають через вік учнів, можна збалансувати за допомогою педагогічних методів. У той час як, наприклад, успішне засвоєння іноземної мови дорослими пов'язане радше з умовами, ніж з ефективними педагогічними методами.

Незважаючи на те, що вчителі певною мірою погоджувалися з гіпотезою про критичний період, коли вони відповідали, що варто починати вивчати іноземну мову якомога раніше, більшість з них стверджували, що все ж таки варто починати вивчати іноземну мову в дорослому віці, і були позитивно налаштовані щодо успішних результатів.

Загалом, моя гіпотеза підтвердилася лише частково, оскільки опитані вчителі вважають, що вікові недоліки можна ефективно зменшити за допомогою педагогічних методів лише в дитячому та підлітковому віці, тоді як у дорослому віці інші фактори можуть мати не менший вплив на успішність процесу, такі як вік учня або педагогічні методи, що застосовуються.

APPENDIX 1

Age-dependant language pedagogy aspects of foreign language acquisition

Dear Language Teacher!

My name is Zsófia Horky and I am a 4th year student at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education.

By filling out this questionnaire you will help me with my thesis on Age-dependant language pedagogy aspects of foreign language acquisition. The questionnaire is anonymous and I will use the information you provide here for research purposes only.

Thank you very much for your answers!

Kedves Nyelvtanár!

A nevem Horky Zsófia, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola, IV. évfolyamos Angol nyelv és irodalom szakos hallgatója vagyok.

Válaszaival a szakdolgozatom sikeres megírásában segít, melynek témája Az idegennyelv-elsajátítás életkorfüggő nyelvpedagógiai vonatkozásai. A kérdőív anonim, az itt megadott adatait kizárólag kutatási célokból fogom felhasználni.

Hálásan köszönöm a válaszait!

1.   **Gender / Nem**

○ Female/Nő

○ Male/Férfi

2.   **How many years of teaching experience do you have? / Hány éves tanári tapasztalattal rendelkezik?**

○ 1-5 years/ 1-5 év

○ 6-10 years/ 6-10 év

○ 11-20 years/11-20 év

○ More than 20 years/ Több, mint 20 év

3. What is your highest level of education? / Mi a legmagasabb végzettsége?

○ Still studying for a BA but already teaching/Még tanulok BA képzésben, de már tanítok

○ BA degree/BA-diploma

○ Still studying for an MA but already teaching/Még tanulok MA képzésben, de már tanítok

○ MA degree/MA-végzettség

○ I have no degree but I speak the language I am teaching at an advanced level/Nincs szakirányú végzettségem, de felsőfokon beszélem az oktatott nyelvet

○ PhD

4. **Which age group of language learners did/do you deal with? /Milyen korosztályú nyelvtanulókkal foglalkozott/foglalkozik?**

○ Very young learners (2-5 year olds) / Nagyon fiatal tanulók (2-5 évesek)

○ Young learners (6-11 year olds) / Fiatal tanulók (6-11 évesek)

○ Adolescent learners (12-17 year olds) / Kamaszkorú tanulók (12-17 évesek)

○ Young adult learners (18-20 year olds) / Fiatal felnőtt tanulók (18-20 évesek)

○ Adult learners (20+ year olds) / Felnőtt tanulók (20+ évesek)

5. **Where do you teach a foreign language? / Hol tanít idegen nyelvet?**

○ Kindergarten/Óvoda

○ Primary school/Általános iskola

○ Secondary school/Középiskola

○ Grammar school/Gimnázium

○ Lyceum/Líceum

○ College/Főiskola

○ Language course/Nyelvtanfolyam

○ Language school/ Nyelviskola

○ Private lesson/Magánóra

○ Other/Egyéb:

6.   What language do you teach as a foreign language? / Milyen nyelvet oktat idegen nyelvként?

○ English/ Angol

○ German/ Német

○ Hungarian/Magyar

○ Other/Egyéb:

7.   **In your opinion, is there an ideal age to start learning a foreign language? If so, at what age? / Véleménye szerint létezik-e ideális életkor az idegennyelv-tanulás elkezdéséhez? Ha válasza igen, melyik életkor az?**

○ I am sure it exists/Egyértelműen létezik

○ It is likely that it exists/Valószínűleg van ilyen

○ I am not sure if it exists or not/Nem vagyok biztos benne, hogy létezik-e

○ It is likely that it does not exist/Nem tartom valószínűnek, de lehetséges

○ I am sure it does not exist/Biztos vagyok benne, hogy nincs ilyen

8**.   What do you think, is there an upper age limit for successful language acquisition? If so, what age would that be? / Mit gondol, van felső korhatára a sikeres nyelvelsajátításnak? Ha válasza igen, melyik életkor az?**

_____

9.   **Do you consider the age of the learners when choosing the teaching methods? / Figyelembe veszi a nyelvtanulók életkorát a tanítási módszerek kiválasztásakor?**

○ Yes/Igen

○ No/Nem

Based on your work experience, please choose how much you agree with the following statements:/ Kérem válassza ki, hogy tapasztalatai alapján mennyire ért egyet a következő állításokkal:

12. Early language learning is a guarantee for successful foreign language acquisition./ A nyelvtanulás korai kezdése garancia a sikeres idegennyelv-elsajátításhoz.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

13. Foreign language acquisition can be successful at any age if appropriate pedagogical methods are used. /Az idegennyelv-elsajátítás sikeres lehet bármelyik korban, ha megfelelő pedagógia módszereket alkalmaz a tanár.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

14. In adulthood, foreign language acquisition can be successful only if the learner is highly motivated. / Felnőttkorban az idegennyelv-elsajátítás csak akkor lehet sikeres, ha a tanuló erősen motivált.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

15. In adulthood, foreign language acquisition can be successful only if the learner is exposed to high language input. / Felnőttkorban az idgennyelv-elsajátítás csak akkor lehet sikeres, ha a tanuló magas nyelvi inputnak van kitéve.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

16. If a native language teacher teaches adult language learners, there is no need to practice pronunciation in the lessons. / Ha anyanyelvi tanár tanítja a felnőtt nyelvtanulókat, nem kell kiejtésgyakorlattal foglalkozni az órákon.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

17. If a native language teacher teaches young language learners, there is no need to practice pronunciation in the lessons. / Ha anyanyelvi tanár tanítja a fiatal nyelvtanulókat, nem kell kiejtésgyakorlattal foglalkozni az órákon.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

18. Adult language learners often experience initial success in acquiring a foreign language. However, they may later encounter challenges that lead to stagnation in their learning progress, unlike young learners who take longer to learn but retain knowledge at a deeper level. / A felnőtt tanulók gyakran tapasztalnak korai sikereket az idegen nyelv elsajátításában. Ennek ellenére később olyan kihívásokkal találkozhatnak, amelyek a tanulási folyamat stagnálásához vezetnek, ellentétben a fiatal tanulókkal, akiknek a tanulási folyamata hosszabb, de mélyebb szintű tudásmegőrzést eredményez.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

19. Rule-based approach can be successful with young learners. / Szabály-alapú megközelítés alkalmazása sikeres lehet a fiatal nyelvtanulóknál.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

20. Teenagers are still very good at acquiring language through a memory-based process, but biological changes take the focus away from learning. / A tinédzserek sikeresen tudnak elsajátítani egy idegen nyelvet memórián alapuló folyamat révén, de a bennük végbemenő biológiai változások elvonják a figyelmüket a tanulástól.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

21. Technology and multimedia resources enhance teenage learners' engagement and language proficiency in language teaching. / A technológia és a multimédiás források fokozzák a tinédzser tanulók nyelvtanítási elkötelezettségét és nyelvtudását.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

VERY YOUNG LEARNERS / NAGYON FIATAL NYELVTANULÓK

(2-5 year olds / évesek)

Complete this page only, if you have experience in teaching very young learners.

Ezt a szakaszt csak abban az esetben töltse ki, ha van tapasztalata nagyon fiatal nyelvtanulókkal.

22. Rank which of the followings are the most difficult to develop for very young learners / Rangsorolja, hogy az alábbiak közül melyeket a legnehezebb fejleszteni a fiatal tanulók számára

... where 1 - The most difficult 7 - The easiest

... ahol 1 - A legnehezebb 7 - A legkönnyebb

Enter only one per line. / Soronként csak egyet jelöljön be.

	1	2	3	4	5	6	7
Speaking fluently / Folyékony beszéd	○	○	○	○	○	○	○
Grammar / Nyelvtan	○	○	○	○	○	○	○
Vocabulary / Szókincs	○	○	○	○	○	○	○
Pronunciation / Kiejtés	○	○	○	○	○	○	○
Writing / Íráskészség	○	○	○	○	○	○	○
Reading /Olvasásértés	○	○	○	○	○	○	○
Listening / Hallás utáni szövegértés	○	○	○	○	○	○	○

23. Which approach or method have you found effective in <u>teaching grammar</u> to very young learners? / Melyik módszert találta hatékonynak a nyelvtan tanítására a fiatal tanulók számára?

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24. In your experience, what methods and strategies have been effective in <u>teaching vocabulary</u> to very young learners? / Tapasztalata szerint milyen módszerek bizonyultak hatékonynak a fiatal tanulók szókincsének oktatásában?

_____

_____

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YOUNG LEARNERS / FIATAL TANULÓK

(6-11 year olds / évesek)

Complete this page only, if you have experience in teaching young learners.

Ezt a szakaszt csak abban az esetben töltse ki, ha van tapasztalata fiatal nyelvtanulókkal.

25. Rank which of the followings are the most difficult to develop for young learners / Rangsorolja, hogy az alábbiak közül melyeket a legnehezebb fejleszteni a fiatal tanulók számára

... where 1 - The most difficult 7 - The easiest

... ahol 1 - A legnehezebb 7 - A legkönnyebb

Enter only one per line. / Soronként csak egyet jelöljön be.

	1	2	3	4	5	6	7
Speaking fluently / Folyékony beszéd	○	○	○	○	○	○	○
Grammar / Nyelvtan	○	○	○	○	○	○	○
Vocabulary / Szókincs	○	○	○	○	○	○	○
Pronunciation / Kiejtés	○	○	○	○	○	○	○
Writing / Íráskészség	○	○	○	○	○	○	○
Reading /Olvasásértés	○	○	○	○	○	○	○
Listening / Hallás utáni szövegértés	○	○	○	○	○	○	○

26. Which approach or method have you found effective in teaching grammar to young learners? / Melyik módszert találta hatékonynak a nyelvtan tanítására a fiatal tanulók számára?

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27. In your experience, what methods and strategies have been effective in teaching vocabulary for young learners? / Tapasztalata szerint milyen módszerek bizonyultak hatékonynak a fiatal tanulók szókincsének oktatásában?

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ADOLESCENT LEARNERS / TINÉDZSER KORÚ TANULÓK
(12-17 year olds / évesek)

Complete this page only, if you have experience in teaching foreign language to adolescents.

Ezt a szakaszt csak abban az esetben töltse ki, ha van tapasztalata tinédzser kórú nyelvtanulókkal.

28. Rank which of the followings are the most difficult to develop for young learners / Rangsorolja, hogy az alábbiak közül melyeket a legnehezebb fejleszteni a fiatal tanulók számára

... where 1 - The most difficult 7 - The easiest

... ahol 1 - A legnehezebb 7 - A legkönnyebb

Enter only one per line. / Soronként csak egyet jelöljön be.

	1	2	3	4	5	6	7
Speaking fluently / Folyékony beszéd	○	○	○	○	○	○	○
Grammar / Nyelvtan	○	○	○	○	○	○	○
Vocabulary / Szókincs	○	○	○	○	○	○	○
Pronunciation / Kiejtés	○	○	○	○	○	○	○
Writing / Íráskészség	○	○	○	○	○	○	○
Reading /Olvasásértés	○	○	○	○	○	○	○
Listening / Hallás utáni szövegértés	○	○	○	○	○	○	○

29. Which specific teaching methods or instructional strategies have you found most effective in helping teenage learners acquire and retain foreign language knowledge? / Milyen konkrét tanítási módszereket vagy oktatási stratégiákat talált a leghatékonyabbnak, annak érdekében, hogy a tinédzser kórú tanulók megszerezzék és sikeresen beépítsék az idegennyelv-tudást?

_____

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_____

30. During your teaching, what methods have proven successful in maintaining the attention and motivation of teenage language learners? / Tanítása során, milyen módszerek bizonyultak sikeresnek a tinédzser nyelvtanulók figyelmének és motivációjának fenntartásában?

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_____

_____

_____

_____

YOUNG ADULT LEARNERS / FIATAL FELNŐTT TANULÓK
(18-20 year olds / évesek)

Complete this page only, if you have experience in teaching young adult learners.
Ezt a szakaszt csak abban az esetben töltse ki, ha van tapasztalata fiatal felnőtt nyelvtanulókkal.

31. Rank which of the followings are the most difficult to develop for young adult learners / Rangsorolja, hogy az alábbiak közül melyeket a legnehezebb fejleszteni a fiatal felnőtt tanulók számára
... where 1 - The most difficult 7 - The easiest
... ahol 1 - A legnehezebb 7 - A legkönnyebb
Enter only one per line. / Soronként csak egyet jelöljön be.

	1	2	3	4	5	6	7
Speaking fluently / Folyékony beszéd	○	○	○	○	○	○	○
Grammar / Nyelvtan	○	○	○	○	○	○	○
Vocabulary / Szókincs	○	○	○	○	○	○	○
Pronunciation / Kiejtés	○	○	○	○	○	○	○
Writing / Íráskészség	○	○	○	○	○	○	○
Reading /Olvasásértés	○	○	○	○	○	○	○
Listening / Hallás utáni szövegértés	○	○	○	○	○	○	○

32. Based on your experience, can young adult learners achieve fluency in a foreign language? If so, how can the learner succeed in mastering this skill? / Tapasztalatai alapján képesek-e a felnőtt tanulók megtanulni folyékonyan beszélni egy idegen nyelven? Ha igen, hogyan sikerülhet a tanulónak elsajátítania ezt a készséget?

_____

_____

_____

_____

_____

33. As a teacher, what should you focus on when teaching a foreign language to young adult learners? / Tanárként mire kell összpontosítania a fiatal felnőtt tanulók idegennyelv-oktatásánál?

_____

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ADULT LEARNERS / FELNŐTT TANULÓK

(20+ year olds / évesek)

Complete this page only, if you have experience in teaching adult learners.

Ezt a szakaszt csak abban az esetben töltse ki, ha van tapasztalata felnőtt nyelvtanulókkal.

34. Rank which of the followings are the most difficult to develop for adult learners / Rangsorolja, hogy az alábbiak közül melyeket a legnehezebb fejleszteni a felnőtt tanulók számára

... where 1 - The most difficult 7 - The easiest

... ahol 1 - A legnehezebb 7 - A legkönnyebb

Enter only one per line. / Soronként csak egyet jelöljön be.

	1	2	3	4	5	6	7
Speaking fluently / Folyékony beszéd	○	○	○	○	○	○	○
Grammar / Nyelvtan	○	○	○	○	○	○	○
Vocabulary / Szókincs	○	○	○	○	○	○	○
Pronunciation / Kiejtés	○	○	○	○	○	○	○
Writing / Íráskészség	○	○	○	○	○	○	○
Reading /Olvasásértés	○	○	○	○	○	○	○
Listening / Hallás utáni szövegértés	○	○	○	○	○	○	○

35. Based on your experience, can adult learners achieve fluency in a foreign language? If so, how can the learner succeed in mastering this skill? / Tapasztalatai alapján képesek-e a felnőtt tanulók megtanulni folyékonyan beszélni egy idegen nyelven? Ha igen, hogyan sikerülhet a tanulónak elsajátítania ezt a készséget?

_____

_____

_____

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_____

36. As a teacher, what should you focus on when teaching a foreign language to adult learners? / Tanárként mire kell összpontosítania a felnőtt tanulók idegennyelvoktatásánál?

_____

_____

_____

_____

_____

PEDAGOGICAL METHODS / PEDAGÓGIAI MÓDSZEREK

37. In which age group would you use the following methods?

Select all that are valid. / Válassza ki az összeset, amely érvényes.

	Very young learners / Nagyon fiatal tanulók	Young learners / Fiatal tanulók	Adolescent learners / Tinédzser korú tanulók	Young adult learners / Fiatal felnőtt tanulók	Adult learners / Felnőtt tanulók
Role-play / Szerepjáték	☐	☐	☐	☐	☐
Project method – Projekt módszer	☐	☐	☐	☐	☐
Play-based Learning / Játékpedagógia	☐	☐	☐	☐	☐
Teaching songs and tongue twisters / Dalok és nyelvtörők tanítása	☐	☐	☐	☐	☐
Total Physical Response / Cselekedtető (TPR) módszer	☐	☐	☐	☐	☐
Audio-lingual method / Audiolingvális módszer	☐	☐	☐	☐	☐
Grammar-translation method / Nyelvtani-fordító módszer	☐	☐	☐	☐	☐

Self-directed Learning / Önszabályozott tanulás	☐	☐	☐	☐	☐
The flipped classroom / Fordított tanterem módszer	☐	☐	☐	☐	☐
Rule-based approach / Szabályok explicit tanítása	☐	☐	☐	☐	☐
Outdoor learning / Kültéri nevelés	☐	☐	☐	☐	☐
Experiential education / Élménypedagógia	☐	☐	☐	☐	☐
Consciousness-raising approach / Tudatos pedagógia	☐	☐	☐	☐	☐
Implicit instruction / Implicit tanítás	☐	☐	☐	☐	☐

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