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Katedra anglického jazyka a literatury

RIGORÓZNÍ PRÁCE

Age-related variables in ELT training

Příprava učitelů anglického jazyka pro různé věkové skupiny

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Odevzdáním této rigorózní práce na téma Age-related variables in ELT training potvrzují, že jsem ji vypracovala samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzují, že tato práce nebyla využita k získání jiného nebo stejného titulu.

V Turnově, 30. 6. 2020

Abstrakt

Příprava (budoucích) učitelů anglického jazyka má v České republice dlouhou tradici, nicméně existuje zde jedna oblast, která je v přípravě budoucích učitelů anglického jazyka i v další přípravě/v dalším rozvoji stávajících učitelů anglického jazyka stále podceňovaná, a to je příprava (budoucích) učitelů anglického jazyka pro různé věkové skupiny, respektive pro všechny věkové kategorie. Programy přípravy učitelů anglického jazyka jsou orientované na základní školy (tj. 1. stupeň a 2. stupeň) a na střední školy. Typický český absolvent je tedy připraven a vzdělán k výuce anglického jazyka pro věkovou skupinu 6-19 let. Nicméně počet učitelů anglického jazyka v pre-primárním vzdělávání, či v kurzech pro dospělé a seniory stoupá každým dnem a vzdělávání v andragogice ani učitelství pro mateřské školy s přípravou (budoucích) učitelů anglického jazyka není nijak propojeno. Což v důsledku znamená, že učitel anglického jazyka těchto věkových skupin nemá potřebné znalosti a dovednosti.

V teoretické části dokládáme aktuální demografickou situaci České republiky, že procento populace, kterým se příprava (budoucích) učitelů anglického jazyka věnuje je velmi malé. Dokládáme i to, že ani v odborné literatuře není téma zpracováno souhrnně pro všechny věkové kategorie a že některé kategorie jsou dlouhodobě výzkumem vynechávány. Text představuje stávající relevantní literaturu zabývající se věkovými odlišnostmi a věkově podmíněnými proměnnými a doporučení v ní obsažená směřem k výuce anglického jazyka a směřem k učení se anglickému jazyku plus upozorňuje na oblasti výzkumem dostatečně nereflaktované. Text popisuje i odraz tématu v rámci nabídky studijních programů, tj. do jaké míry programy učitelství anglického jazyka zahrnují věkové odlišnosti a zdali jsou či nejsou připravování absolventi učitelství anglického jazyka připraveni pracovat se všemi věkovými skupinami.

V praktické části text navrhuje řešení, jak věkově podmíněné proměnné do stávajících programů učitelství anglického jazyka začlenit, a zpracovává data výzkumu mezi studenty učitelství anglického jazyka týkajícího se jejich připravenosti učit různé věkové skupiny.

Klíčová slova

Příprava stávajících/budoucích učitelů anglického jazyka; věkové odlišnosti, věkově podmíněné proměnné; pre-primární vzdělávání, předškolní vzdělávání, primární vzdělávání, 1. stupeň základní školy, mladší školní věk, 2. stupeň základní školy, starší školní věk, vzdělávání dospělých, vzdělávání seniorů, žák/student anglického jazyka – velmi mladý, mladý, mladý dospělý, dospělý, starší dospělý

Abstract

ELT training has a long tradition in the Czech Republic, however one issue is still underestimated in Pre/In-service ELT training, and that is ELT training for different age groups. The ELT programmes are oriented at elementary (i.e. primary school kids and lower secondary) and secondary (i.e. upper secondary) school pupils. The typical Czech graduates are well-educated and prepared to teach English to the age-group 6-19. However, the number of English Language teachers teaching pre-primary kids or adults and older adults is increasing every day, and general adult education training and general pre-primary education training is not interconnected with ELT training courses in any way.

In the theoretical part, the text shows on the current demographical situation of the Czech Republic that the percentage of the population ELT training programmes are oriented at is very small. Secondly, the text shows that also in expert literature some age groups are not researched enough and the research of age-related variables in ELT (training) is not comprehensively done for all age groups. The text discusses the main relevant expert sources for the topic of age-differences and age-related variables in EFL teaching/earning and suggestions for the EFL teaching and teacher training that can be drawn from these plus emphasizes the issues not covered. The text also maps to what extent ELT training programmes incorporate age-differences and if teacher trainers do or do not prepare future English teachers for all humankind regardless of their age.

In the practical part, the text suggests solutions to incorporate age-related variables into current EFL teacher training programmes and presents data from the research among ELT trainers as far as their preparedness for teaching different age group is concerned.

Key words

In-service/Pre-service ELT (English Language Teaching) training; age-differences/age-related variables; pre-primary, pre-school, primary, lower secondary, upper secondary, adult and older adult education, very young/young/young adult/adult/older adult English language learner

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Introduction

English Language Teaching (ELT) training, or in the Czech Republic TESOL (Teaching English to Speakers of Other Languages) training, underwent massive changes especially after the Velvet Revolution, i.e. in the post-communist era. The ELT training has become communicatively and interculturally oriented, more learner-centred and skill-oriented, cross-curricular and practical. Pre-service ELT training has become supported by in-service ELT training courses and professional development (career growth) programmes, and the quality is high.

On the other hand, while e.g. studying Teaching English for Lower Secondary Schools the emphasis will be put on lower secondary school pupils' characteristics and their influence in EFL (English as a Foreign Language) classroom. Taking into consideration the population ratio, the result is that ELT training programmes are aimed at only a small portion of the population. The typical components of the Czech ELT training programmes are linguistics (phonetics and phonology, morphology, syntax, lexicology and semantics, text and discourse analysis), British and American culture and literature, the methodology of teaching English as a foreign language and general pedagogy and psychology, and age-differences/age-related variables are usually discussed in methodology classes and general pedagogy and psychology classes, but mostly the focus lays on a certain age group.

The target group of ELT courses is, however, changing and the ELT training does not reflect this change. Graduates/Teachers of English, who do not continue in their professional career at lower secondary schools or upper secondary schools, are “forced” to work with the age groups they are not trained to work with, and teaching is done intuitively.

A common practice in the Czech Republic is that at pre-primary education teachers of English are not qualified teachers of English, but people with (hopefully) decent knowledge of English who are willing to “lead” voluntary English courses at different kindergartens at the same time. English teachers of primary school kids are mostly English teachers qualified for work at lower secondary schools, and English teachers at adult (older adult) education courses are either

qualified teachers of English for lower secondary or upper secondary schools or English bachelors/masters without any (or very limited) teaching training whatsoever.

The quality of teaching English is at pre-primary education and adult (older adult) education “monitored” by the clients or “client’s” parents, i.e. “regulated” by the market. The quality of teaching English at primary education is to a certain extent monitored by the schools, school inspection or the Ministry of Education and Sport, but, surprisingly, no one seems to care that the English teachers at primary schools coming from the lower secondary lack methodological, psychological and pedagogical knowledge of working with primary school kids, and the same applies for adult or older adult English language courses.

It is very surprising that the ELT training is discriminating, discriminating a huge part of the population. Even researchers tend to research the age groups separately and not to the same extent, so some issues are very rarely discussed, especially older adult English language teaching and learning, while others seem to get proper attention.

To change this situation by offering specialized English language training programmes separately for every age group is probably not possible in the short run. ELT trainers can, however, incorporate age-related variables into current programmes by opening their scope. Nevertheless, the topic has to be opened. ELT trainers are responsible for the quality of ELT trainees, and to “forget” about pre-school kids, accept low/no quality of English language teachers at primary schools, and “not care about” adults and older adults as EFL courses clients is inconceivable.

Research plan

As mentioned above the following text is divided into two main parts: the theoretical part and the empirical part.

Firstly, in the theoretical part, the text describes the demographical situation of the Czech Republic, the educational system of the Czech Republic, and their mutual impact.

Secondly, the text discusses the main relevant expert sources for the topic and suggestions for the EFL teaching that can be drawn from these. The suggestions are put into age-related variables to be targeted for a certain age group. At the same time, they are not only listed, but practical examples are also given, and the teaching of particular age-groups is compared, and the main characteristics classified.

The aim of the theoretical part is to emphasise the problem of the topic having relatively low (not comprehensive, not synthetic and synergetic) coverage of the age-related variables issue in the expert literature resulting in rather non-coherent suggestions for the praxis.

The aim of the empirical part is to offer suggestions what current ELT training programmes could add to their portfolio to incorporate work with all the age groups, and how to proceed in pre-service/in-service teacher training courses, and to show how current ELT trainees feel about being prepared to teach different age groups.

The overall aim of the text is to find out whether the age-related variables are discussed and trained.

The main research question asked is:

- Are teacher trainees in pre-service ELT training prepared for teaching different age-groups?

The sub-questions are:

- Are age-related variables incorporated into ELT training?
- Is EFL methodology targeted at every age group?
- Is Czech ELT training (pre-service or in-service) undiscriminating as far as age is concerned?

The methods used for the research mirror complexity and interdisciplinary characteristics of the topic.

In the theoretical part, the main research method is analysis and summary of expert data and literature. Analysis, synthesis, expert grounded choice, evaluation, comparison and generalisation of data is used to simplify the complex situation around age-related variables in EFL teacher training and EFL teaching. Firstly, the demographic situation, and its impact on the educational system and ELT teaching and ELT training are described. Secondly, the expert literature is evaluated resulting in an emphasis that some age groups are not researched enough and the research of age-related variables in ELT (training) is not comprehensively done for all age groups. Thirdly, the study programmes are analysed to prove that current ELT training programmes are discriminating, not preparing (future) English teachers for all humankind regardless of their age, because the precondition is that

- There is no systematic ELT training for pre-primary school children.
- There is no systematic ELT training for adult (older adult) education.

The empirical part is based on mixed-method design, i.e. with quantitative as well as qualitative approach. The suggestions are based on a qualitative method of observation (and practical experience with EFL teacher training and teaching) (for more details on the method see Švaříček, Šed'ová et al. (2007); Doulík (2008)). The needs analysis and feedback to suggestions are based on a survey and its quantitative evaluation (for definition see e.g. Chráska (2007); Doulík (2008); Gavora (2008)), and qualitative analysis of the content of the comments (semantic analysis, see e.g. Doulík (2008), Gulová & Šíp (2013)).

In the practical part, the text tries to answer the question: What should current ELT training programmes add to their portfolio to incorporate work with all the age groups? by giving suggestions on how to proceed in pre-service/in-service teacher training courses. For further discussion, the text offers the questions: Should current ELT training programmes be supplemented by Teaching English at pre-primary education, Teaching English at adult (older adult) education, and should the programme Teaching English at primary education be reopened? To a certain extent the answer to these last two questions is subjective and is based on personal experience, but answering them could help to raise the issue among experts and therefore help in the future to be really prepared for teaching English to everyone.

Data from both parts are described and graphically depicted in graphs, and charts, put together either by the author or reprinted with the source cited.

The needs analysis survey is part of the appendix (in Survio and MOODLE), the same applies for Bloom's taxonomy – level common verbs (for more see Anderson, Krathwohl & Bloom (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman), the list of graphs, the list of charts, the list of pictures and the list of abbreviations.

A. THE THEORETICAL PART

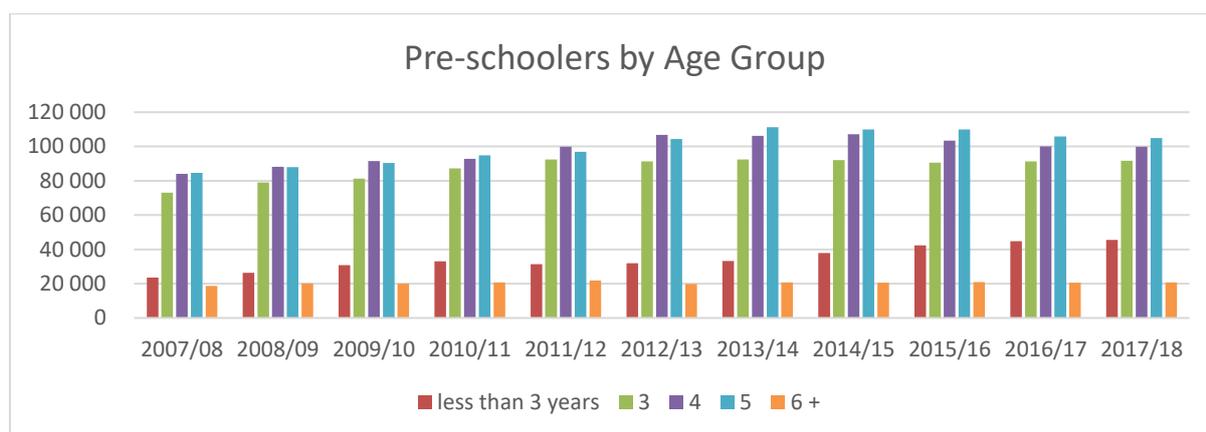
The theoretical part is based on the analysis and the summary of expert literature. The text deals with age-related variables in EFL teaching and teacher training, maps the age-related variables coverage in expert literature as well as in pre-service and in-service teacher training, and offers a summary of the main target group characteristics involved in EFL learning and teaching (teacher training) from three points of view – a psychology point of view (personal development), a linguistics point of view (language development), and a methodology point of view (language learner development).

A.1. Age-differences in numbers

The formal education in the Czech Republic starts for the majority of children when they are two or three years old in kindergartens, and at six or seven with the first grade of elementary school (primary school). Children finish elementary school at fifteen or sixteen (also referred to as lower secondary) and can continue at upper secondary schools, usually till eighteen/nineteen/twenty. After twenty the education becomes informal and mainly consists of life-long learning courses, further education courses, or individual career progress, or formal at universities or similar institutions.

As said above pre-schoolers attend usually kindergartens, or child care centres. The last year of pre-school education is obligatory. The following graph shows age-ratio of pre-schoolers in 2007/2008 – 2017/2018. In total there were 362 756 pre-schoolers in 2017/2018 (out of which 45 471 pre-schoolers were less than 3 years old, 12, 5 %; 91 758 three years old, 25 %; 99 914 four years old, 27, 5 %; 104 901 five years old, ca 29 %, and 20 712 pre-schoolers six years old and older, ca 6 %.

Graph 1 Pre-schoolers by age group



1

For children not yet ready to start with elementary school the Czech educational system offers so-called preparatory classes as part of primary schools. The children are 6 or more years old, and in 2017/2018² there were 3,407 of these kids.

Elementary school attendance starts usually when children are six or seven years old (as mentioned above, for more detail see the following graph).

Graph 2 First graders by age



2

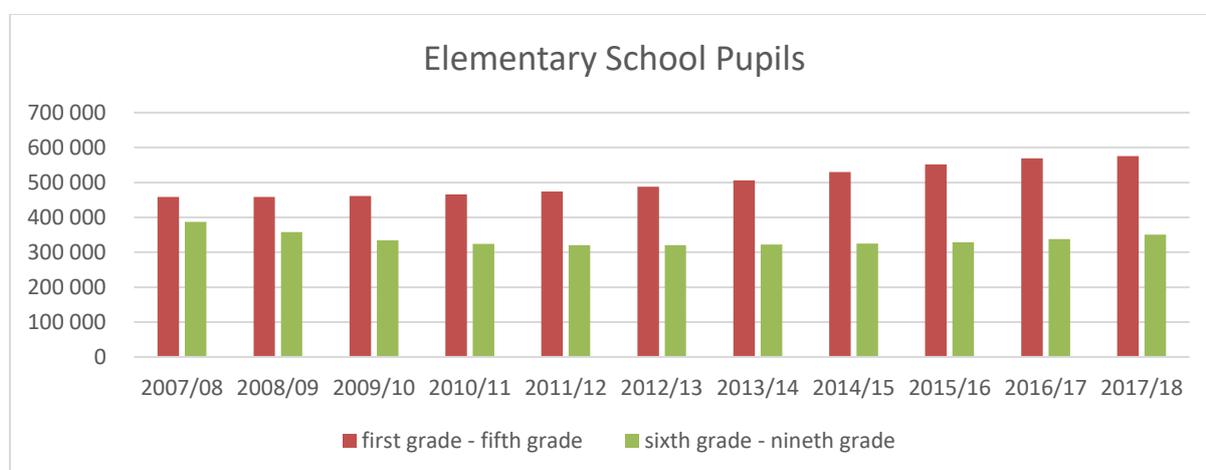
¹ <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-skolni-rok-201718> Tab 1, [online, 2020]

² <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-skolni-rok-201718> Tab. 17, [online, 2020]

The graph shows that there is a certain (but a very small) number of children who enter the school before their sixth year of age. In 2017/2018 children less than 6 years old formed 0, 61 %. Usually, children are 6 years old, with 77 %. Seven years old children form ca 22 %. The smallest number of children enters the elementary school eight years old or older, 0, 27%.

Generally, from six/seven to ten/eleven children in the Czech Republic attend the primary school, i.e. first grade to fifth, and from eleven/twelve to fifteen/sixteen.

Graph 3 Elementary school pupils



3

The total number of elementary school kids in 2017/2018 was equal to 926,108 pupils. 62 % of them attended the primary school and 38 % the lower secondary school.

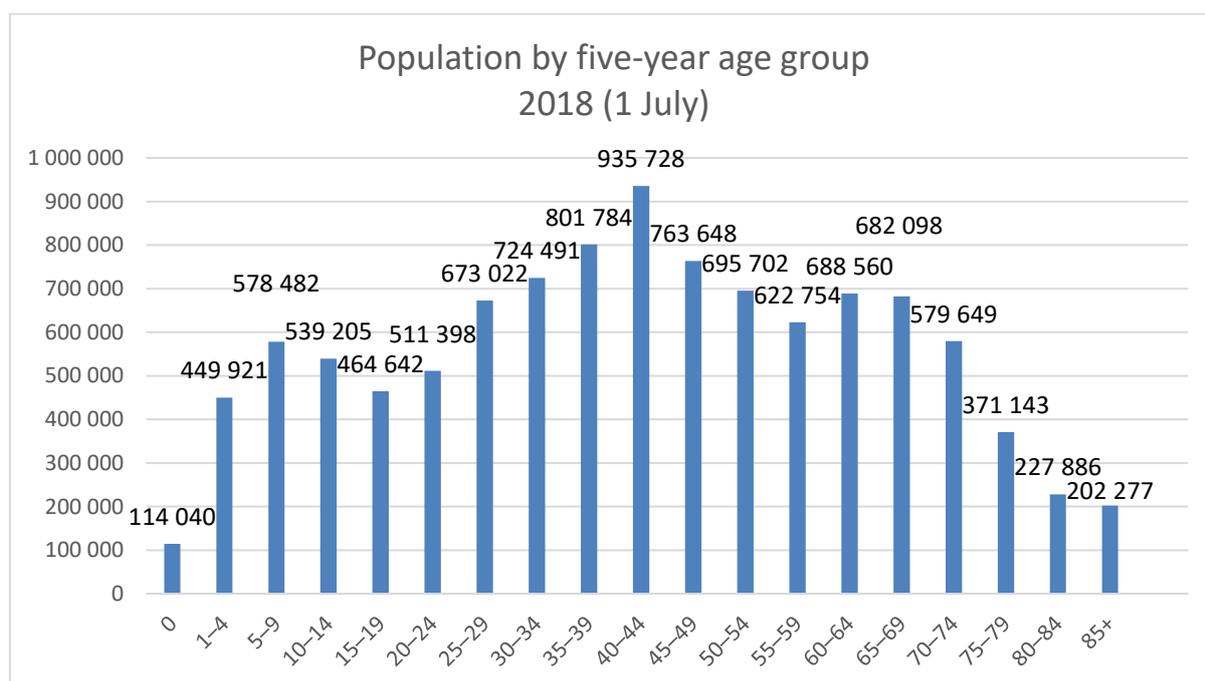
Secondary education (i.e. attending an upper secondary education institution) is not obligatory in the Czech Republic as opposed to the last year of pre-school education and the elementary school attendance till the fifteen years of age (Resulting in not finishing elementary education by some children). Still, many Czech children continue in some upper secondary education

³ <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-skolni-rok-201718> Tab 19, [online, 2020]

institute. In 2017/2018 there were 421,535 upper secondary school students⁴ + 3,781 students of art schools.⁵

Talking about the total numbers: the Czech Republic had in 2019 according to the Czech National Statistical Office 10 681 161⁶ inhabitants.

Graph 4 Population by five-year age group



7

The graph shows that the population aged 5-19 (5-years old are included although generally elementary school is entered at 6/7) forms only a small portion of the whole population, i.e. ca 15%. (1,582,329). The greatest group as far as the population size is concerned are people in productive age 20-64 (60%, productive age as defined by OECD⁸) and people in the post-productive group 65+, ca19, 5%. In other words, ELT training programmes in the Czech Republic are aimed at ca 1/7 of the population, although the number of people involved in some formal English learning is much higher.

⁴ <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-skolni-rok-201718> Tab 45, [online, 2020]

⁵ <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-skolni-rok-201718> Tab 77, [online, 2020]

⁶ https://www.czso.cz/csu/czso/obyvatelstvo_lide (k 30.9.2019), [online, 2020]

⁷ <https://www.czso.cz/csu/czso/demograficka-prirucka> - 1-10 Obyvatelstvo podle pětiletých věkových skupin a pohlaví v letech 1920–2018 (stav k 1. 7.), [online, 2020]

⁸ <https://data.oecd.org/pop/working-age-population.htm>, [online, 2020]

A.2. Age-differences in ELT, ELT training and EFL/ESL learning

In general psychology, there are many different attitudes to distinguishing age groups and their characterization.

Hátlová (2010) talks for example about eight life stages (based on Erikson (1950)). Each phase is connected with some life purpose, life task that represents an internal conflict. Erikson (Erikson (1950) in Hátlová (2010)) says that only if you overcome that conflict you can enter the new stage with new power and a strong ego. If you fail to overcome that conflict you leave the phase with lack of self-confidence and the feeling of inferiority and this feeling is transferred therefore to another stage. In the final eighth stage, the life task is to find accept life as it is, as it was and to accept death (Hátlová (2010)).

The stages are (see Erikson, 1950 for the original, Hátlová, 2010 for the Czech version):

Chart 1 Erikson's life stages

period	characteristics
the first year of life	the feeling of security and trust, dependent on the stability and quality of mother care
toddlers	the feeling of autonomy, detaching from the mother, learn how to regulate voiding
pre-schoolers	development of locomotor skill and initiative, conflict with norms from the surrounding world, emotional link to the mother still very strong
school age	relationships with peers, skills and abilities, the feeling of inferiority when failed, different ideals (models) than parents, boys and girls form separate groups
adolescence	searching for one's own identity
young adulthood	fertility and creativity

maturity	maturity of ego, balanced individuality, can accept the end of life
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9

In English language teaching and English as a Foreign/Second Language Learning, we usually talk about very young learners, young learners, young adult learners, adult learners and older adult learners. These stages are however very unclear as far as their age delineation is concerned and differ greatly among experts (more about age spectrum of each groups in the following chapters.)

A theoretical concept necessary to be mentioned here (while discussing age in relation to languages) is the Critical Period Hypothesis, see Penfield, Roberts (1959) and Lenneberg (1960) in Howatt, Widdowson, (2004), or Flege (1987), Newport (1990), Johnson, Newport (1989), or more recently Vanhove (2013) all discussed in Koutská (2015). In the words of Chiswick and Miller (2008) in Koutská (2015) defined as „a sharp decline in learning outcomes with age“, but e.g. Vanhove (2013) cited in Koutská (2015) points out that the age of the critical period is not agreed on, the area affected (whether mother tongue acquisition or foreign language learning) is not agreed on, the extent of influence is not agreed on.

In Koutská (2015) we emphasise that the age is to be perceived as a condition, an influential factor interconnected with teachers (their attitude, role, experience...), learners (attitude, motivation, level...), methods and materials to be used, aims to be stated and achieved, and content to be chosen. The age distinguishes where we are in our lives; the “story of life” is different.

A.2.1. Very young learners

Very young learners are a “new” group of learners in the Czech Republic. For the purpose of the text, we simplified the research on early childhood and identified the group as pre-school kids.

⁹ Erikson, 1950 for the original, Hátlová, 2010 for the Czech version; adapted by the author

English is usually offered to the kindergarten by either external lecturer or the pre-school teachers lead the English lessons by themselves. The lessons are mostly voluntary and paid extra. But for many pre-school institutions to offer an English course has become a necessity as it adds to the prestige and/or is seen as a “standard” by many parents.

The market reacted by offering not only face-to-face courses and course books for the given age group but also English online courses like Kideo, WattsEnglish (Wow English), Novakidschool, etc. but surprisingly enough the methodologists did not react that fast. Books covering very young learners EFL methodology in the Czech context are e.g. Watts, Stephen at al. (2006) – *Průvodce metodikou angličtiny v mateřské škole I.* or Hennová, Iva (2015) *Angličtina pro předškoláky: metodika pro výuku v mateřské škole*, but these are exceptional.

The teachers have to draw their methodology help from ELT methodology books on young learners (see below) with exceptions to this “rule” e.g. Vale, Feunteun (1996) *Teaching Children English*, Reilley, Ward (2003) *Very Young Learners (Resource books for teachers series)*, Ashworth, Wakefield (2004) *Teaching the World’s children: ESL for ages three to seven*, or Puchta, Elliot (2017) *Activities for Very Young Learners* with however no institutional support (no university teacher training course on EFL teaching very young learners – see the chart chapters Age-related variables in Pre-service ELT training and Age-related variables in In-service ELT training).

With very young learners there are several aspects a teacher has to bear in mind.

A.2.1.1. Personal development (Psychology point of view)

On one hand, there is a personal development of the child as a human being, i.e. their mental and physical development (cognitive development: speaking, problem-solving, thinking, memory...; motoric development; emotional stability, or growth stage) + social development (attachment to the family, acceptance of authorities, social skills: cooperation, teamwork, empathy), especially information covered in the research of early childhood development.

Their thinking is concrete, naïve and magical, i.e. the children believe in non-existing as long as they can make a concrete personal connection with it. They do not distinguish between truth and lie easily because these are abstract notions difficult to differentiate at that age. Hennová (2015) states that thinking by very young adults is intuitive and illustrative. Their thinking is however subjectively distorted, it does not respect the laws of logic and is very egocentric. The thinking is closely connected to the perception of activities therefore an active approach to very young EFL learners is necessary.

The memory is rather short-term, however, when an information/an experienced is connected to strong emotion, or strong personal interest pre-schoolers can remember this for a very long time. Their memory is described in Hennová (2015) as unintentional till 5 years of age when the memory changes to intentionally. In many cases, children use mechanic memory.

Short is also their concentration span. As Reilley and Ward (2003) describe “for the teacher used to an older age-group it can be quite disconcerting when a three-year-old wanders off in the middle of a song or story to play with a toy... It is very difficult to hold the attention of a whole group of small children and the best way to do it is to ring the changes every five to ten minutes.” While teaching pre-schoolers teachers, therefore, need to revise a lot, use multisensory channels for the revision and need to change activity types very often.

Problem-solving strategies are not yet developed. Children tend to turn to authorities (firstly mother/father, then outside the family) for help. They are very authority-dependant, but individualistic as well. The teamwork is very difficult at this age as the children cannot cooperate, cannot distribute roles in the team, cannot accept other people’s opinions easily, cannot argue or negotiate.

Their physical development is also of big importance for language learning. Pre-schoolers need to develop their gross motor skills as well as fine motor skills. They like all activities involving movement but one has to be aware of possible problems. E.g. an English teacher wants to teach body parts and uses Total physical response method (one has to obey what the authority says, by fulfilling the order the comprehension is checked). The teacher says: “Raise your arm.”

(He/she cannot say “Raise your left/right arm.” as the pre-schoolers usually cannot tell where the left and the right side is.) The teacher can say: “Jump on your legs.” with “Jump on one leg.” he/she would risk kids’ injury. He/She can say: “Pick the pink ball.”, but the ball needs to be bigger than a marble/a small ball because of the underdeveloped fine motor skills.

As far as the emotional stability (control of emotions) is concerned pre-schoolers are not stable. They can be made upset or happy very quickly and easily. While teaching teachers need to observe any signs of fatigue, unhappiness, distraction, un-motivation. Children can be (see Reilly, Ward (2003)) “selfish and uncooperative...show little concern for the other child’s feelings...use temper tantrums to try and get their own way, and may scream or bide...so it takes long to organise them.”

Teachers need to be aware also of the individuals’ social development stage, especially if the child is willing to detach from their family and accept another authority. As Ashworth, Wakefield (2004) states “the transition from home to school, whether it occurs at a preschool or in kindergarten or grade one, marks an important turning point in terms of language development....learning, although it is spontaneous and unstructured, is nevertheless steady and involving for the child. The function of schools is to broaden children’s range of experiences, introduce new possibilities, systematize the process of learning, help develop thinking skills and, ultimately, empower students to take responsibility for their own learning.” Still, EFL learning is generally easier when the English teacher is the same person as the pre-school teacher. Sometimes centres react by offering English courses lead by an external teacher only to the children in their last year of kindergarten (in the US terminology K grade, all before being pre-K).

A.2.1.2. Language development (Linguistics point of view)

As far as their language development is concerned it is necessary to analyse research on SLA (second language acquisition) and/or on bilingual/multilingual children education.

Pre-school kids can as far as speaking abilities is concerned form short meaningful sentences without complicated sentence structure. They tend to have different articulation difficulties, e.g.

lisping, mumbling, rhoticism, stammering, etc. in their mother tongue. The pre-schoolers cannot speak in long coherent clusters and usually start their statements several times, skip thoughts/words or go back in their speech. The children cannot read nor write. Their listening is without listening strategies awareness. And therefore, their language development is closer to acquisition than to learning.

Children at this age are in Reilley, Ward (2003) “less inhibited. They are not afraid to be imaginative and they are not yet bound by the constraints that demand that adults be logical...They are curious about everything, keen to learn, and very receptive.”

A.2.1.3. Language learner development (Methodology point of view)

There are also characteristics connected to being a language learner (learning style or intelligence type, previous/current language learning experience, language knowledge and skills level...).

Multisensory teaching is extremely needed while working with very young learners. The reason is in two main aspects – a learning style of the children is not yet fully developed but even pre-schoolers have their preferences, and targeted activities for different learning styles (be it a visual, an auditory, a kinaesthetic, an olfactory or a gustatory) can help learners in being successful. The second reason is the short concentration span. If an activity involves more senses, the brain “feels” satisfied, flips between the channels and therefore does not call for flipping between activities. Generally, it is a well-known fact, that the more senses you bring into learning, the more permanent is the outcome.

To motivate pre-schoolers is rather easy. They like fun, games, songs, rhythms and to play along. Ideally, teachers participate or at least model the activities they want to do. Hennová (2015) suggests that teachers should identify the fantasies, moods and problems of the very young learners to get “closer to the children soul”.

What is not common in the Czech Republic (and this text is not concerned with) are children with previous language learning knowledge or with a different mother tongue. If there is any previous language knowledge, it is not based on intentional learning but on observing channels like YouTube, Disney Channel Junior, Nickelodeon, etc. Intentional learning is not involved in very young learners. They do learn by observing, participating, doing, by experiencing. Pre-schoolers' learning starts to be institutionalized at kindergarten (or other pre-school child care centre) usually around 3 years of age.

The most important “rules/principles” for teaching pre-primary children are summed up in Puchta (2020):

1. There is no evidence that learning a new language too early might have a negative impact on L1 development.
2. Young children need more time than adolescents and adults to learn a new language.
3. They benefit from meaning-focused activities and natural language use – not from explicit rules – they can benefit from a paternalistic approach.
4. Early language learning can have a positive influence on children's cognition.
5. An early start can foster children's attitudes and motivation thus have a positive effect on their proficiency later on.
6. Teachers need to apply age-appropriate methodology (attitudinal and motivational, with high-quality teacher's language and scaffolding of language development).

Typical activities in English language course/class are songs, chunks, games, TPR activities, repetitive drills. Teachers should use e.g. a puppet, a variety of voices (they should change the tone, speed, pitch), a lot of visuals (pictures, flashcards, videos, real objects), and they should represent a clear and correct language model.

Typical activities to do and not to do are listed again e.g. by Puchta (2020):

Chart 2 What to do and not to do with very young EFL learners according to Puchta

suggested activities to do	activities not appropriate for very young EFL learners
multi-sensory learning	lecturing
songs, chants, rhymes	input-output drill (parroting)
use of rhythm and auditory sub-modalities to help children to remember	
use of listening to check understanding (listen and colour, listen and say yes/no, listen and point)	
use of backward chaining to help children to remember	
use of “sandwiching” when giving instructions (a mixture of the target language and the child’s mother tongue)	
stories (and storytelling)	
games (and memory games)	
interaction activities	
TPR (imitating – carrying out instructions – carrying out instructions in jumbled order – novel instructions)	
activities that develop thinking (prediction, categorization, making decisions)	

¹⁰

Henrová (2015) adds that teachers should not be afraid to use the activities repeatedly. Children love to do what they already know.

A comprehensive comparison of very young learners (see above) and young learners (see below) is offered by Slattery, Willis (2001):

¹⁰ Puchta (2020)

Chart 3 Comparison of very young learners and young learners by Slattery and Willis

What are children like as learners? They ...	Teaching children under seven, very young learners ...	Teaching children between seven and twelve, young learners...
are developing quickly as individuals	acquire through hearing and experiencing lots of English, in much the same way as they acquire their first language	are learning to read and write in their own language
learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things	learn through doing things and playing; they are not consciously trying to learn new words or phrases – for them this is incidental	are developing as thinkers
are not able to understand grammatical rules and explanations about language	love playing with language sounds, imitating and making funny noises. So, have fun playing with words and phrases, for example, singing them, exaggerating your expression	understand the difference between the real and the imaginary
try to make sense of situations by making use of non-verbal clues	are not able to organize their learning. Often, they will not even realize that they are learning a foreign language. They simply see it as having fun!	can plan and organize how best to carry out an activity
talk in their mother tongue about what they understand and do – this helps them learn	may not be able to read or write in their mother tongue, so it is important to recycle new words and expressions through talk and play	can work with others and learn from others

are comfortable with routines and enjoy repetition	their grammar will develop gradually on its own, provided they hear lots of English and learn to understand a lot of words and phrases	can be reliable and take responsibility for class activities and routines
are naturally curious		
love to play and use their imagination		
can generally imitate the sounds they hear quite accurately and copy the way adults speak		
have quite a short attention span so need variety		

¹¹

A.2.2. Young learners

For the purpose of the text, we simplified the research findings again and identified the group as primary school kids.

The “problem” with young learners lays in voluntariness of the school attendance as far as an English course is concerned in the first two years in the Czech Republic. The kids enter school either with some English language learning experience from their pre-school age or with no English language learning experience whatsoever. In the first and the second year of their primary schooling they can but do not have to take an elective English language course. The obligatory foreign language teaching starts in the third grade and most children start/continue with English. The result is a “multi-level” class.

Nevertheless, as opposite to EFL teachers of very young learners, EFL teachers of young learners, i.e. primary school children, have thorough methodology support to their use, e.g.: Scott, Ytreberg (1990), Philips (1993), Halliwell (1999), Cameron (2001), Slattery, Willis

¹¹ Slattery & Willis (2001)

(2001), Rixon (2005), Nikolov et al (2007), Nunan (2010), Chapman (2011), Brien (2012), Shin, Crandall (2013), Bland (2015), Scott (2015), Pinter (2017) or Garton, Copland (2018).

The teachers of young learners have to firstly distinguish between younger school age and older school age. Pinter (2017) distinguishes even three stages of the childhood: preschool 3-5, primary school years 6-12, early adolescence 13 onwards. She argues that in most countries pre-schoolers have “no formal learning experience, no literacy skills, and that there are large differences among children with regard to readiness for school”, primary school children undergo “primary/elementary schooling, are often divided into lower primary and upper primary years”, and early adolescence is characterised by “change of schooling to secondary or high school”. In the Czech context, we speak about younger school-age (generally somewhere between 6/7-11) is closer in its characteristics to very young learners. Older school-age (generally somewhere between 11 and 15) is closer to adulthood. In our text, we will, however, describe specifics of the first and the second grade (no obligatory English language courses) in Pinter (2017) words “lower primary” and the third, the fourth and the fifth grade of primary school (with obligatory English language courses) in Pinter (2017) labelled as “upper primary” as two separate groups of younger school-age kids. Older school-age kids will be described later as pre-teens and teen-age learners at lower secondary schools, see young adult learners.

As written above children in the Czech Republic generally enter the elementary school being 6 years old. Schools offer elective English courses for first and second graders and these are frequently chosen, especially by those parents whose child attended some pre-school English course.

The English teachers are mostly either trained in primary school teaching – general, primary school teaching – with English language teaching specialisation, or in lower secondary school teaching of English as a foreign language. As far as the EFL methodology is concerned only the second group is educated and trained to teach this target group English. It is therefore surprising that universities are drawing back from EFL teacher training for primary schools as a separate program. On the other hand, it would be unfair not to mention that EFL methodology courses do form an obligatory part of the general primary school teaching program. This goes back to the situation in the Czech Republic where although one can choose any foreign language

to start with, majority of children choose English, and universities reacted by including EFL methodology to general primary school teacher training (and stopping the specialized programs as every teacher now need EFL (methodology) training).

The teacher trainees of primary school children are trained to conduct an English lesson both for the first-the second graders and the third-the fourth-the fifth graders by adding age-related variables into the teacher training. These can be grouped again into three main categories: psychology point of view, linguistics point of view and methodology point of view.

A.2.2.1. Personal development (Psychology point of view)

Lojová, Straková (2012), translated by the author, describe the main characteristics from the psychology point of view separately for the first graders (plus second graders) and the third graders:

“At six children are cognitively mature enough to start the school attendance especially because:

- At this age, a certain stabilisation of dynamic development occurs. The child is harmonically developed from the physical as well as mental perspective, is active and has the need to learn new knowledge. This stability lasts a few years and a steady intensive development occurs – this can lead to the permanency of foreign language knowledge and skills.
- The mother tongue system is developed and steady, the child is ready to build internal representations of another language without the negative interference impact.
- Cognitive processes are optimally set for further systematic knowledge development as well as foreign language knowledge and skills development.
- Children are still in the critical period (according to the Critical Period Hypothesis supporters) so especially at learning phonetic and phonological characteristics of a language this can have a positive influence.”

The first and the second graders tend to think in concrete notions, tend to still be naïve but their magical thinking is gradually replaced by more pragmatic thinking. They start to grasp the

abstract terms like time or lie/truth. They start to learn how to cooperate in problem-solving, although it is very difficult for them to define the problem. They can recognize the problem but it is more based on feelings/emotions than on the recognition. They cannot classify their problem or categorize it. The ability to contrast and compare is also very limited as they cannot process analogy and synthesis, and cannot form analogy.

The children tend to detach from their family and can accept the authority. On the other hand, this authority is accepted rather uncritically. The teacher is an unquestionable icon and the children tend to imitate whatever the particular teacher does (or does not do). For the English language teaching especially in this phase of learning the pronunciation is the key aspect of language to be learnt correctly.

The third/the fourth/the fifth graders are more mature in many aspects – they have characteristics closer to pre-teens, in other aspects, their characteristics do not differ much from young learners at the first/second grade.

As Lojová, Straková (2012) says in this age some positive characteristics of younger learners are still valid and with gradual physical and mental development the barriers/limits are lowered. The children can also already read and write which can enhance their foreign language development. Their cognitive development enables them to understand logical relationships and elementary linguistics rules, especially as far as structure and function are concerned.

A.2.2.2. Language development (Linguistics point of view)

The Critical Period Hypothesis defined again as a “sharp decline in learning outcome with age” in Chiswick and Miller (2008) in Koutská (2015) is the main theory influencing age-related research of language learning. The area supporters and opponents of the hypothesis have to a certain extent agreed on is the area of pronunciation. In other words, the idea “the younger the better” is not agreed on generally but researchers are more or less united that in the area of pronunciation this rule is true. Therefore, the young learner who cannot read or write (properly) have more than enough to learn.

As Lojová, Straková (2012) describe (translated by the author) “language is a very complicated mental as well as linguistic phenomenon. The Critical Period Hypothesis has to be put into question separately for language development aspects. Current research suggests that some features are more connected to age than others. It seems that from morphology, syntax, vocabulary and phonology, it is the phonology in which neurological maturing can have an impact on the phonology system development. The systems are still plastic and therefore children are able to develop not only the mother tongue phonology system but also the target language system. It seems that with age these mechanisms start to function differently and therefore it is more difficult to use the target language with correct pronunciation, intonation and without an accent.”

Generally, it can be said that the first and the second graders can form more complex sentences in their mother tongue and their speaking is refined. The individuals can still have articulation problems, their overcoming is already usually being solved (by speech therapists, by parents, by teachers). Their speech is rather incoherent and not necessarily logical because they cannot use logic.

The third/the fourth/the fifth graders are discussed to great detail by Lojová, Straková (2012). The authors describe their body and movement development (motor skill development and the need for movement), cognitive development (perception, imagination, thinking, speaking, concentration, memory), and emotional and social development. To sum up their findings we can say that the children tend to develop at this age fine motor skill as well as gross motor skills. They tend to develop from global (holistic) thinkers into analytic thinkers who are able to perceive details and parts of the whole. Their perception is based a lot still on listening (they are in a way still auditory (and visual) learners), and is also based on their “world knowledge even if imaginary.” While speaking children still experiment with the language, interconnect what they learn with what they know (or think they know), they create internal (magical) associations and “play” with the language. For the language learning a very important role is played by the characteristics of concentration: which is still short-term, unconscious, with low range and inability to distribute the concentration properly between impulses. And the same applies for the characteristics of memory: which is predominantly involuntary and mechanic (children memorize easily even without comprehension and often on random features), the children are good at imitation so they can remember even meaningless structures – good for

drill activities. Their memory is illustrative and concrete, but strongly emotional, i.e. they can remember better what they have interconnected with some strong emotion, and therefore positive atmosphere and rapport is extremely necessary for an EFL classroom.

A.2.1.3. Language learner development (Methodology point of view)

As Halliwell (1999) says “young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language... they are already very good at interpreting meaning without necessarily understanding the individual words, they already have great skill in using limited language creatively, they learn frequently indirectly rather than directly, they take great pleasure in finding and creating fun in what they do, they have a ready imagination and above all, they all take great delight in talking.”

The children start to develop (to a certain extent consciously) their speaking as a skill in the mother tongue, they learn how to read and write. For the English language teacher, therefore, is preferable to concentrate on the pronunciation, vocabulary learning, and speaking as a skill + listening as a skill. A long silent phase similar to the mother tongue acquisition in which the child observes and listen for a very long time before he/she actually speaks can help to the feeling of security in/ease with the language use. In the classrooms, teachers usually tend to rush the phase of production. They do not let the children observe and listen “only”. The same opinion express Reilly, Ward (2003) by stating that “it is important for the language teacher to remember that young children may spend a long time absorbing language before they actually produce anything. It is not a good idea to try to force them to speak in the target language as this can create a lot of emotional stress. ...By doing repetitive songs, rhymes, games, and plenty of choral work, children will be able to produce language without the stress of having to speak individually.” The presentation phase in the opinion of the author should be longer and the teacher should be a really good language model.

The teachers should also be helpers and as Halliwell (1999) says they should know which activities “stir” a class and which “settle” them, which activities engage children’s minds and which keep them physically occupied, and they should know how to keep the lesson simple suiting for the children needs (and moods).

Scott (2015) lists other aspects that learners need support in:

1. Producing and understanding the sounds of English that differ from their first language
2. Distinguishing between different sounds in English (e.g. bed/pet, hard/heart/art)
3. Understanding oral sets of instructions
4. Processing language that is expressed quickly
5. Understanding and using appropriate intonation and stress
6. Following whole group interactions
7. Understanding and using statements, questions, offers and commands
8. Understanding the meaning of particular language features in texts which we might take for granted, such as prepositions (e.g. between, under) or adverbs (e.g. quite, very)
9. Understanding oral texts not supported by visual/concrete cues
10. Learning appropriate non-verbal communication
11. Identifying the key words in a message
12. Putting words in the right order
13. Understanding new vocabulary, especially increasing technical language
14. Understanding lexical metaphor (e.g. I'm pulling your leg, time flies)
15. Learning the appropriate language for playing collaboratively
16. Learning the appropriate language to interact socially with adults and peers
17. Developing and understanding of appropriate school behaviour

Another recommendation is that the teachers should bring the language “into life”, create opportunities for communication and “real exchanges.” Halliwell (1999) emphasizes that for wanting to communicate we need a good reason for doing so, and a perfect type of tasks are information-gap tasks. Teachers should according to Slattery, Willis (2001) “encourage children to read in English (stories, comics, reading games); encourage them to work meanings out for themselves; explain things about language, but only very simple things; use a wider range of language input as their model for language use; encourage creative writing and help them to experiment with language; or explain their intentions and ask them to help with the organization of activities.”

The typical activities are multisensory as well due to different learning styles that are gradually profiled but also because of intelligence types being profiled as well. The most used intelligence type typology was written by Howard Gardner. Gardner (1999) distinguished between 8 types of intelligence plus later on, he added other two types: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic + existential and moral. Every classroom, therefore, can be seen as homogenous in terms of age but heterogeneous in terms of preconditions.

The preconditions differ also in the previous learning experience and (gained) attitude to language learning + motivation. Motivation is both external, children aimed at good grades, praising, rewards; as well as internal, at this age children like to have fun and play and if the English offers such experience they like learning it.

With the third, the fourth and the fifth graders the motivation can become more external with age as their whole learning process gets from intuitive to intentional, from subconscious to conscious. They tend to develop their logical thinking and can grasp abstract notions.

The children can already read and write in the mother tongue so to listening and speaking activities, reading and writing activities can be added in EFL classes. Chapman's (2011) advice is to "read, read, and read some more of anything and everything you can possibly find; review phonics and all the blended phonics sounds as often as possible; when the class is reading, make everyone sound good; have them read together as a whole class/in different groups/quietly to themselves; have them listen to you read/have a discussion after you read/ask or write questions after you read." With writing Chapman (2011) advises practicing a lot. Teachers should "show how to write, give examples, patterns to follow, templates, and make them rewrite their corrected writings" His recommendation for listening is (see *ibid*) to "have an English only classroom." The same applies to grammar in the author's point of view.

In the first and the second grade, grammar is to be taught in chunks, rather implicitly, more than based on inductive approach (going from the example to the rule) or on deductive approach (going from the rule to the example). In the third, the fourth, and the fifth grade the children

can be trained in defining rules, giving examples of that rule, applying rules in analogical situations, demonstrating the rules in production activities, they can be trained at comparing and deciding/judging whether to apply the rule or not. Whether the teacher uses a deductive approach or an inductive approach is more of a personal choice. However, if the teachers at primary school used inductive approach, the children will learn faster to think critically, to analyse and synthesize and to draw conclusions by simplifications and paraphrase. Using deductive approach in the opinion of the author does not lead to an independent autonomous learner and rather enhance the hierarchy and authority-based (teacher-directed) EFL learning.

Summary of considerations for teaching young learners was written by Shin, Crandall (2014):

Chart 4 Summary of considerations for teaching young learners by Shin and Crandall

characteristics of young learners	
children are...	so teachers should...
1. energetic and physically active	- use kinesthetic activities, like Total Physical Response (TPR), Simon says game
2. spontaneous and not afraid to speak out and participate	- use songs, rhymes, chants, and dialogs
3. curious and receptive to new ideas	- arouse students' curiosity with games, like Mystery Bag - use topics like exotic animals and plants and international cultures, e.g., food, dress, music, holidays
4. imaginative and enjoy make-believe	- use role plays and pretend games, like Animal Charades - use stories that involve fantasy and imagination - have students use their creativity to make their own pictures or puppets to retell stories - let students play make-believe by dressing in costumes and role playing characters

<p>5. easily distracted and have short attention spans</p>	<ul style="list-style-type: none"> - make learning fun - capture students' attention with brightly colored pictures, photos, and posters - use audio-visuals like songs, TV shows, movie clips, YouTube videos - move quickly from activity to activity, spending about 5-10 minutes per activity - use brain breaks
<p>6. egocentric and relate new ideas to themselves</p>	<ul style="list-style-type: none"> - encourage students to personalize new information and language, like the acrostic name poem - relate new information and language to students' native culture and local surroundings
<p>7. social and are learning to relate to others</p>	<ul style="list-style-type: none"> - make learning interactive - incorporate group games and cooperative activities - use a variety of different kinds of interactions, i.e., 5-5 in pairs, students-students in groups, teacher-student one-on-one, teacher-students with whole class
<p>how children learn</p>	
<p>children ...</p>	<p>so teachers should...</p>
<p>8. learn by doing and interacting with environment</p>	<ul style="list-style-type: none"> - make learning active - use realia like food, toys, and other real objects - organize field trips in the local environment like the zoo, park, beach, or forest
<p>9. need of support and scaffolding by the teacher</p>	<ul style="list-style-type: none"> - create interest in the task – use engaging activities; be enthusiastic and passionate about tasks - simplify the task – break tasks down into smaller tasks - keep children on task – have a real purpose and goal like creating a valentine for a friend which must be completed by Valentine's Day; focus them on the task by praising, encouraging, reminding, and giving suggestions to students

	<ul style="list-style-type: none"> - model the task, including different ways to do it – clearly show your expectations and the ideal end product; cater to different learning styles, i.e. visual, audio, kinesthetic, and multiple intelligences: spatial-visual, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic - control children’s frustration – assess if the task is too hard; break task down into smaller steps; give students hints of make a game out of figuring out the right answer; create a comfortable classroom atmosphere in which students can succeed
how children learn language	
children...	so teachers should...
10. need a learning environment similar to L1 acquisition	<ul style="list-style-type: none"> - use authentic contexts and situations that mirror real life - use activities with a real purpose and reason to use English, like storytelling, singing, chanting, dialogs, plays, TV shows, movies, letter writing, e-mailing, recipes, etc., that present language in a real context
11. learn language through lots of meaningful exposure and practice	<ul style="list-style-type: none"> - create an English-speaking classroom environment by using English as much as possible - give plenty of comprehensible input (just above students’ current level - make input comprehensible by using visuals, realia, gestures, and caregiver speech - train students to use classroom language in English - recast any use of L1 in English
12. do not learn language through explicit grammar explanations	<ul style="list-style-type: none"> - avoid using grammatical terms and rules that young learners do not understand - help learners “notice” the grammar by repeating and recycling the new language

Shin, Crandall (2014) list also main effective language teaching practices and recommendations to be followed while teaching young learners, and these are:

1. Use fun and engaging activities
2. Engage students in a variety of interactions
3. Cater to different learning styles and intelligences
4. Make language learning meaningful and relevant (connect language with meaningful/relevant contexts – use authentic contexts/situations; use realia; encourage personalization)
5. Introduce learners to different cultures (connect learners with culture – learners to own culture, learners to target language culture (English-speaking), learners to international cultures)
6. Use various teaching strategies that set up learner for success (connect learners to success – give plenty of comprehensible input; use techniques to make input comprehensible (i.e. visuals, realia, gestures, repetition, rephrasing); break town long or difficult tasks into achievable tasks; model tasks and clarify expectations+ no explicit grammar teaching.

Vale, Feunteun (1995) sum the recommendations into a single key word saying that teaching young children should be “activity-based”.

A.2.3. Young adult learner

The group of young adult learners, i.e. pre-teen and teen-age learner, learners at lower and upper secondary schools (as identified for the purpose of this text) is not that covered in ELT methodology as one would expect. The research about the age-group is vast, however, there is no agreement about the extent of the group. If the young adult is only an adolescent (and again when exactly does puberty begin?) or a person in some range of years (mostly 14-19 which would leave out the school children at lower secondary in some vacuum or interface between young learners and young adult learners), which results in teachers using for their methodology support mostly books on Teaching English in general as e.g. Harmer (1998), Gower et al.

¹² Shin & Crandall (2014)

(2005), Scrivener (2011), Ur (2012), Brown (2014), Doff (2014), Celce-Murcia (2014), Harmer (2015), Ur (2016), or Thornbury (2017), or for Czech/Slovak speakers Béréšová (2009), or more generally Starý (2008).

Another source of books can be on bilingualism or plurilingualism. Jerry (2004) talks about these groups: “BE – bilingual education students, ESL – English as a second language students, ESOL – English for speakers of other languages students, EFL – English as a foreign language students, EAL – English as another language students, LEP – limited English proficiency students, NES – non-English speakers, NFES – non-fluent English speakers, or even FES/NER/NEW (fluent English speakers, non-English readers, non-English writers), all summed up as ELL – English language learners.” (abbreviation not listed in the appendix).

Specifically, the age group of pre-teen and teen-age learners is covered rarely but there are some materials that the EFL teachers can go back to for their methodology advice, e.g. Faltis, Wolfe (1999), Becker, Hamayan (2001), Jerry (2004), Templeton (2013), Cummins (2014), Roland (2018), or de Oliveira (2019), or in Czech) Bilanová, Lorencovičová, Netolička (2010).

A.2.3.1. Personal development (Psychology point of view)

Children in lower secondary school are usually described more in their negative than its positive aspects. There are several aspects mentioned: still low concentration span, lack of motivation, low memory capacity, and lack of the 21st-century skills as defined by e.g. Trilling and Fadel (2009). Trilling and Fadel (2009) speak about 7Cs being critical thinking and problem-solving; creativity and innovation; cross-cultural understanding; communications, information, and media literacy; computing and ICT literacy; career and learning self-reliance. The target age group of pre-teens and teens, i.e. lower secondary school children as defined for the purpose of the text is often presumed to be digital natives (the term first used by Barlow (1996)). They do have a good level of computing and ICT literacy; however, they often lack the critical reading and critical thinking skills necessary for processing information and therefore have in fact low information and media literacy.

This age group is often found as self-obsessed and self-confident, “full of rights but with no responsibilities”. The self-assessment is often distorted and need to be taught. Teachers should not be afraid of discussing controversial topics to teach children to distinguish true information from false and hoaxes, to ground their arguments, and to accept or politely decline someone else’s opinion. They should be already able to cooperate within a group but in reality, they can still have a problem with distributing and accepting roles.

Cummings (2014) sums up the most important teenage characteristics that have implications for teaching.

1. Undergoing huge changes → “most teenagers will appreciate being treated as an adult than a child.”
2. Authority (in) acceptance → ”they are often moving away from the view that the teacher is always right and should be obeyed, be prepared to be challenged!”
3. (un)Motivation → “make sure teenagers know exactly why they are doing things, they cannot feel that their time is wasted.”
4. Love for competition and technology → “most teenagers are naturally competitive. They also enjoy projects and using new technology. Don’t be afraid to incorporate their phones and tablets into class!”

A.2.3.2. Language development (Linguistics point of view)

Recent research of Critical Period Hypothesis (defined above) e.g. in Marinova-Todd, Marshall, Snow (2000), also in McLaughlin (1984/1985) in Shin, Crandall (2014) concluded that “adolescent learners are more efficient language learners (they have already acquired their mother tongue) and that they can learn a second language ‘to a very high level and that introducing foreign languages to very young learners cannot be justified on grounds of biological readiness to learn languages’”. As Rixon (1999) in Shin, Crandal (2014) points out, what matters more than the optimal age are the conditions under which the language programs (here for young learners) are offered.

As Read (2003) in Shin, Crandal (2014) suggest “the younger the better” rule applies when learning is: natural; contextualized and part of a real event; interesting and enjoyable; relevant; social; belongs to the child; has a purpose for the child; builds on things the child knows but

also challenges the child; supported appropriately; part of a coherent whole; multisensory+ active and experiential; memorable; designed to provide for personal, divergent responses and multiple intelligence; offered in a relaxed and warm learning atmosphere.

Other researchers say (see Lojová, Straková (2014)) that if the language learning starts in the fifth grade or later, it can positively benefit from rapid cognitive functions development at this age which is interconnected with brain structures maturing and which enables better use of the left hemisphere functions – these can enhance foreign language learning in a school environment. The same rapid development can be seen by abstract thinking which can be used for better comprehension of linguistic rules, application of deductive approaches and the possibility to use a greater variety of impulses for communicative competences development.

The opponents of Critical Period Hypothesis, again in Lojová, Straková (2014) see older school-age much more appropriate for language learning in school conditions and formal education.

The author is of that opinion that the most important aspect for successful language learning of young adults in lower secondary schools is the appropriate (and stimulating) continuity from the pre-primary/primary language education and stability.

A.2.3.3. Language learner development (Methodology point of view)

Young adults are not intuitive learners anymore, they are intentional learners and develop autonomy in learning plus life long learning attitude. On the other hand, the teaching should still in Templeton (2013) “involve pupils emotionally, to appeal to their imagination and inventiveness as a way of getting through to their intellect.”

Trim (2004) in Koutská (2015) sums up the main aims in foreign language learning: to use the language, to communicate with other language users, to be understood, to become an educated European that can understand/can learn/can travel to many countries, to become a person with respect for different nations and cultures, to become open-minded and flexible. Heyworth (2004) in Koutská (2015) adds that foreign language learning leads to independence and

autonomy in learning because it supports cooperation and other social values. The aims are therefore no longer to learn language knowledge and language skills separately from their use.

Typically, in English language classroom the vocabulary should be taught in context and preferably in the target language. The pre-teens and teens can deduce meaning so contextualisation should be the key vocabulary teaching strategy.

While by very young learner teachers should use miming, demonstration or description as a prime vocabulary presentation technique, along with these categorization, antonyms/synonyms, paraphrasing, contextualization or translation, with lower secondary school children analogy and parallel can be used as well. The same applies for item analysis, collocations and colligations, or word-formation.

The grammar is usually in Czech schools taught deductively, the inductive approach is viewed as time-consuming, on the other hand, the grammar rule last is kept longer in the memory and is more readily applied when internally created. The language system generally should be taught in meaningful structures with their functions (discourse-related activities). This age group can already form coherent texts/speech and use cohesive devices. They can form complex sentence structures, and therefore all language systems should be taught communicatively. Ideally more with descriptive (how it is done) rules than prescriptive (how it should be used).

The same applies to pronunciation. The more English varieties (dialects, sociolects, jargons etc.) the children are introduced to, the better. The learners should be aware of the problem in registering, that some mistakes/errors are not caused by the lack of comprehension in listening but wrong registration (inability to distinguish phonemes).

The experts are however not united whether we should aim at accuracy – e.g. Becker, Hamayan (2001) "Because elementary and secondary schools are academic environments, ESL teachers need to be concerned with accuracy in students' speech and writing, As students continue through the elementary and secondary grades and beyond, they are expected to produce oral

and written work that is as grammatically correct as possible.", or at fluency – supporters of communicative approach, or at intelligibility, the ability to understand and be understood.

The author thinks that listening and speaking should be part of conversation skills – taking turns, allowing pauses, active listening of someone else. The same applies to reading and writing that should be based on authentic texts or authentic situations.

A.2.4. Adult learner

Adult language learner or adult English language learner issues are discussed for example in Robinson, Selman (1996), MacKay, Tom (1999), Parrish (2004), Orem (2005), Paton, Paton (2009) or Parrish (2019). In the Czech context, there are general andragogy (and methodology) texts by Zlámal (2009), Zormanová (2017), or Veteška (2017), or teaching materials by Mužík (undated). There is no adult EFL methodology book. The books to be used are again general EFL methodology as in e.g. Betáková, Homolová, Štulrajterová (2020).

As mentioned above and below there is also no teacher training programme aimed at EFL adult learner specifically, although the group of adults is a common “customer” to EFL courses and therefore there is a high number of adult EFL course lecturer/trainers/teachers whose qualification for the job as far as the methodology is concerned can be questioned.

The exact number of adult EFL learners and teachers is very complicated to state as there are no official records and the group can learn through various channels, see e.g. in Rogers (2002):

Chart 5 Adult education channels

type	qualification courses	vocational courses	personal growth courses	basic, access courses	community development
formal: statutory bodies, educational	school-leaving certificates, diplomas,	short courses and conferences,	non-vocational ‘liberal’	new opportunities,	

<p>- general programmes open to adults, e.g. schools, colleges, universities</p> <p>- special provision for adults, e.g. extramural, Open University, advanced continuing education, industrial training bodies, adult literacy agencies, technical training and validating bodies</p>	<p>degrees, higher degrees</p>	<p>management, information technology</p>	<p>adult education</p>	<p>return to study</p>	
<p>extra-formal: courses provided by central or locally administered public bodies and other agencies outside the formal educational system</p> <p>- training agencies, government departments, army, prisons, sports bodies, arts and cultural agencies, museums and libraries</p> <p>- trade unions, firms and businesses, professional associations, mass media</p>	<p>certificates and other awards</p>	<p>shop stewards, shopfloor training, farmers' training schemes</p>	<p>health (smoking), alcohol, pregnancy, family planning, nutrition, sports and hobbies, cultural</p>		
<p>informal: voluntary bodies</p>	<p>some non-professional certificates</p>		<p>leisure, crafts, do-it-</p>	<p>basic education</p>	<p>women's programmes, unemployed</p>

<p>- primarily educational, e.g. Workers' Educational Association, adult literacy agencies, private colleges, correspondence courses</p> <p>- primarily non-educational, e.g. aid and welfare organisations, churches, community groups, unemployed workers' groups, self-help groups</p>			<p>yourself, art</p>	<p>programmes, retirement courses, marriage guidance</p>
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A.2.4.1. Personal development (Psychology point of view)

As with other age groups, many characteristics can be generalised only by means of simplification and will vary among individual members of this group.

Rodgers (2002) distinguishes the following main characteristics of adulthood: maturity – “the idea of the full development and utilisation of all the individual’s talents”, perspective – “that leads to sounder judgements about themselves and about others...a more balanced approach to life and to society”, autonomy – responsibility as one of the main concepts of being adult is “being responsible for oneself, for one’s deeds and development.”

He further describes the group as (see *ibid*) “people well beyond schooldays, full of a mixture of regret, determination, guilt and ambition, but dogged by lack of confidence and self-belief, harassed by noise and diversions, facing problems of time and space to study, tiredness and opposition and mockery from spouses and friends.”

¹³ Rodgers (2002)

A.2.4.2. Language development (Linguistics point of view)

For language development theories of adult learners, we can of course again mention the Critical Period Hypothesis, but we can even go into greater basis of learning and the nature of learning, i.e. into learner-based theories (such as cognitive theories, behaviourist theories, humanist theories, etc.) or content-based theories, or knowledge-based theories, or process-based theories, or we can draw our findings from lifespan studies (for more see Rodgers (2002)).

For adult education (language) learning theories (especially by Jarvis and Knowles) see e.g. Veteška (2017).

A.2.4.3. Language learner development (Methodology point of view)

McKay and Tom (1999) say that the most characteristic feature of adult education is that courses are attended by people of different language knowledge and language skills, different potential to learning, different learning pace etc, and that adult education is therefore multilevel.

“Because of the heterogeneous nature of adult classes, it is important to consider the following dimensions:

Language – first, adults already know one language well, and that language is a vital part of their identity and the means through which they relate to others. They know the sound and structure systems of his/her first language, which both help and hinder learning a new language. In a social sense, using a new language represents a tremendous risk: of being misunderstood, of being corrected, of being laughed at, of feeling embarrassed or childish, and even in some cases of being rejected by one’s own compatriots. On the other hand, the need and desire to communicate with others in the new language provides strong motivation.

Background knowledge – in addition to language, adult students bring background knowledge and experience of their own and other cultures as well as knowledge and experience gained

from work or home. This knowledge of the world is a rich resource for the teacher who chooses to exploit it.

Expectations – learners bring also to the class attitudes and knowledge developed in previous learning...learners with prior language learning experiences are also likely to bring these expectations with them... they may associate language learning exclusively with grammar and translation, and feel threatened when they find that speaking and listening are major features of their new class.

Learning styles – like all learners, adults have different learning styles. Some feel comfortable learning by watching and listening, whereas others feel they cannot learn unless they take down notes and analyse rules...The teacher will need to understand and cater to these differences.

Confidence – adult learners also bring many other personal characteristics, perhaps most important of which is confidence or the lack thereof.

Personal circumstances – Age, health and other personal circumstances also influence adult learners...Effective instructors need to inform their teaching by collecting information about their students' first language knowledge, knowledge of the world, previous learning experience, learning styles and preferences, personalities and personal circumstances, as well as their existing second language skills and goals.

Motivation – students also vary considerably in their motivation.” (all in McKay, Tom (1999)). Generally, adults are well motivated (either for self-improvement, for their professional and career growth, or due to personal reasons), and they tend to “ask” for speaking activities and grammar, similarly to the older adult learner – see below.

A.2.5. Older adult learner

The position of an older adult foreign language learner is probably the worst of all age groups which is in the sharp contrary to the total numbers of older adults in the population. The text describes this target group to the greatest detail.

The problem begins with an unclear definition of an older adult (for the purpose of this text 65+, explanation below) and in denying the existence of this separate group even by its members. Many people do not wish to be labelled as older, prefer terms like a mature, or an experienced adult, or rather adult only. They are willing to talk about themselves as life-long foreign language learners but do not create the necessary pressure on experts to establish a research discipline that would address their specific needs as they do not see their needs specific.

Some experts, however, do see the educational needs of older adults to be different from educational needs of adults, and therefore there are attempts to establish an older adult methodology either in general (under different names) or older adult English learning methodology.

For the texts on older adult education see Livečka (1979); Čornačičová (1998); Jesenský (2000); Mühlpachr, Staníček (2001); Petřková, Čornačičová (2004); Mühlpachr (2004); Mühlpachr (2005); or Šerák (2009).

For the texts on older adult foreign language learning see Ondráková et al (2012) and Tauchmanová et al (2012), or Koutská (2015) and her suggested texts for reading: Gruneberg, Pascoe (1996), Hubenthal (2004), Joiner (1981), Kormos, Csisér (2008), Kürten, De Vries, Kowal, Zwisterlood, Floël (2012), McKey, Sachs (2012), Marinova-Todd, Bradford Marshall, Snow (2000). However, it is necessary to mention that these texts are not extensive and mostly represent articles in research journals rather than comprehensive books, and do not discuss teacher training as such but rather the specific aspect of foreign language learning at an older age, so the necessary methodology support is to be drawn from general EFL methodology, adult education research, memory/health/brain capacity in older age research, etc.

Koutská (2015) in her dissertation theses focused on older adults and their foreign language learning in the Universities of the Third Age, and although it is only one group of older adults,

the other being older adults in senior care homes, still actively working (labour force) seniors, etc. many characteristics can be generalized.

The main characteristic of the age group is that there are big differences among its individual members. The reason lays in their mental and physical health, social status, life-long experience, life approach and motivation, language learning experience and strategies, etc.

Mühlpachr (2005) describes the reasons for the heterogeneity of the group (in time, in regions, etc.) as follows (summed up in Koutská, 2015):

Chart 6 Heterogeneity among older adults

aspects	example
personality	generally valid individuality of talents and personal characteristics that is not lost with the age; different development level of these in young and middle age
changes caused by ageing	interindividual variability of involutory biological processes; a different level of health changes
experience	life-long experience, memories, habits, including education and professional career, the way of life
values	value system; life opinion, aspiration, expectation
social background	different socio-economic background – property, housing conditions and living situation (loneliness, widowhood, number of children, relationships in the family)

¹⁴

The second reason why the group is heterogeneous is the age spectrum. In the Czech Republic, the older age is usually connected to retirement. The age for retirement, however, differs from state to state and in the Czech Republic, there are more decisive factors: gender, number of children, the year of birth. For the purpose of the text the author decided to simplify the question

¹⁴ Mühlpachr (2005), summed up in Koutská, 2015; English translation by the author

and to distinguish the group as 65+ regardless the other periodisation, see e.g. World Health Organisation age categories (in Koutská (2015); adapted by the author).

Chart 7 Age categories according to the World Health Organisation

age	age category	characteristics
45 -59 years	middle mature age	life crisis period, by women the period of climacteric, in the family the syndrome of “empty nest”
60 – 74 years	higher (older) age, early senescence, youth	adaptation to new conditions caused by the retirement (leaving work process), searching for tools of self-realisation and daily regime
75 – 89 years	advanced (geriatric) age, senescence, senium	massive deterioration of the physical condition, changes in mental state and emotional experiencing
90 years +	longevity	endangered by poverty, loss of self-sufficiency (self-sustaining), loneliness, near death

¹⁵

The following text is adapted from the dissertation thesis on specific aspects of teaching foreign languages to seniors, participants of University of the third age (see Koutská (2015), for the other sources quoted see *ibid*).

A.2.5.1. Personal development (Psychology point of view)

Researchers are quite united in their position that performance level and efficiency does get lower with age but these processes are highly individual. The efficiency normally cannot “vanish” completely. The deterioration is not irreversible, cognitive capacities can be trained and deterioration can be stopped or postponed, or an individual can improve their cognitive abilities. The age is a decisive factor for the ease (difficulty) the learning is connected with. With advancing of age there is longer time necessary for learning new things. On the other

¹⁵ WHO (2002), in Koutská 2015; adapted by the author

hand, see e.g. Šerák (2009) in Koutská (2015), who sums up the research with the statement: “even older people do have sufficient capacity for learning.”.

The barriers to learning were summed up e.g. by Livečka (1979) in Koutská (2015).

Chart 8 Barriers to learning at an older age

aspect	example
acquisition	acquisition of new information takes longer time by older people; older people acquire harder logically unstructured information
learning strategies	problems can be caused by insufficiently mastered learning strategies
teaching content presentation	teaching content presented faster makes it more difficult to learn, limits the quality and the quantity of learnt to a greater extent than by younger people
organisation of education	while by younger students breaks during the lesson improve their performance, older people have it vice versa
health	an important role is played by the physical and mental state of the individual, especially health limitations
motivation	important is also activity level and strength of motivation
teaching content	teaching content should have intentional character

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The summary of skills and abilities that stay unchanged with age or improve or decline can be found e.g. in Hartl (1999) in Koutská (2015).

¹⁶ Livečka (1979) in Koutská (2015), English translation by the author

Chart 9 Changes in skills and abilities with age

change stage	characteristics of the change
without decline or with growth possibility with advancing age	memory for easy information, professional memory, tone memory, vocabulary, general knowledge
with a certain decline	motor speed, sensory-motor coupling coordination, traditional school content, analogy conclusions
with a distinct decline	how new information come to mind, learning of symbols, numbers and meaningless syllables

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Hátlová (2010) distinguishes between physical changes, mental changes and cognitive changes: changes in sensory perception, in concentration (and in concentration span), memory, cognitive capacity and intelligence, changes in speech. As far as emotional changes are concerned Hátlová (2010) talks about the importance of self-evaluation, the feeling of shame, or the importance of social background/surrounding changes, e.g. institutionalisation in a senior care centre.

From the language learning point of view (more in the chapter Language learner development (Methodology point of view)) Ondráková et al. (2012) emphasise the role of physical, mental (and socio-economic) changes for mastering and practising language knowledge and language skills. She stresses especially deterioration in senses – in eyesight and hearing (hearing impairment) or worsening quality of cognitive processes due to the shrinkage of brain tissue.

Ondráková et al. (2012) recapitulate the most important changes connected to age that influence language learning, and these are: changes in eyesight: accommodation deterioration, the sharpness of eyesight deterioration, the intensity of light perception deterioration, slower processing of eyesight stimuli, narrowing of eyesight range, etc.; and changes in hearing –

¹⁷ Hartl (1999) in Koutská (2015), English translation by the author

hearing impairment, hardness of hearing generally, worse ability to register high-frequency tones and sounds, worse transfer of sound due to pathological changes in middle ear bones, worse speech perception, “ringing”. Both eyesight and hearing deterioration have a strong impact on the perception of stimuli from the surrounding, and the teachers (not only of foreign languages) have to bear these limits in mind.

A.2.5.2. Language development (Linguistics point of view)

As mentioned above the most important theory influencing foreign language learning at an older age is the Critical Period Hypothesis (Penfield, Roberts (1959); Lenneberg (1967) in Howatt, Widdowson (2004) quoted in Koutská (2015)). Briefly stated: in theory, there is a certain period in human life which when overcome is connected with worsened ability of an individual to learn. This theory has its supporters as well as its strong opponents.

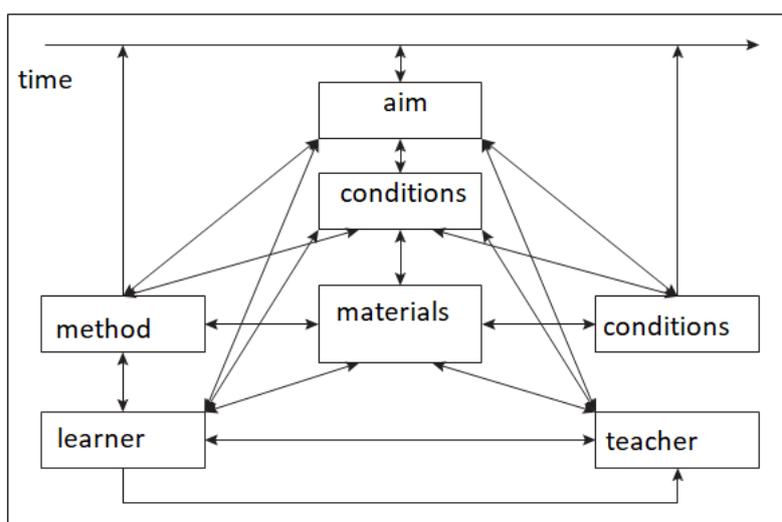
If the researchers base their research on association theory of learning and behaviourist theory of learning, they do not see an adult person as able to master a foreign language well due to deterioration in sensory and memory functions. If researchers base their research on the cognitive and operational theory of learning, these experts emphasise mature intellect influence, logical memory and creative thinking skills in foreign language learning (for more see Hendrich (1988) in Koutská (2015)).

Marinova-Todd et al. (2000) in Koutská (2015) point out that regardless the theory you base your research on, the main aspect to discuss is whether the Critical Period Hypothesis applies also for foreign language learning or if it applies only for mother tongue acquisition. She states that if the researchers accept the theory as valid for foreign language learning as well, it would have severe consequences for foreign language learning of older adults. As Koutská, 2015 emphasises, if we accept it, the older people have their best period (their critical period) for learning long behind in years, however, the success or failure among older adults is more individually than age-based. If for example, one’s ability to learn deteriorates due to an illness, the reason for this decline in the ability to learn is not caused by the age but by the illness (change in health).

A.2.5.3. Language learner development (Methodology point of view)

Mothejzíkóvá (1995) in Koutská (2015) distinguishes various aspects of an educational process that are decisive for language learner development. These aspects go back to Hendrich (1988) who differentiated seven basic factors of an educational process, i.e. the aim, the content, the learner, the (organisational) conditions, the materials and the teaching methods. Mothejzíkóvá (1995) added the dimension of time resulting in the following schema.

Picture 1 Basic factors of an educational process according to Mothejzíkóvá

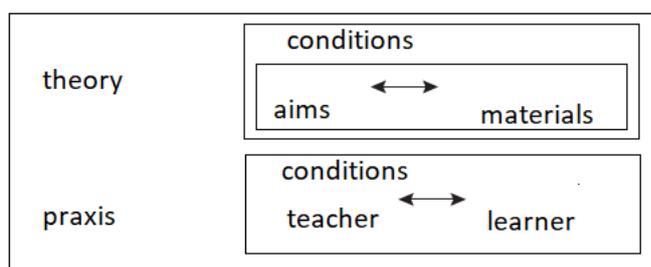


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Choděra (2013) in Koutská (2015) regards the learner and the teacher as main factors for the praxis of teaching/learning a foreign language and the aim and materials (depending on conditions) as main theoretical concepts. He understands under materials also content and methods used. His diagram of the basic factors of an educational process is shown in the next schema.

¹⁸ Mothejzíkóvá (1995) in Koutská (2015), English translation by the author

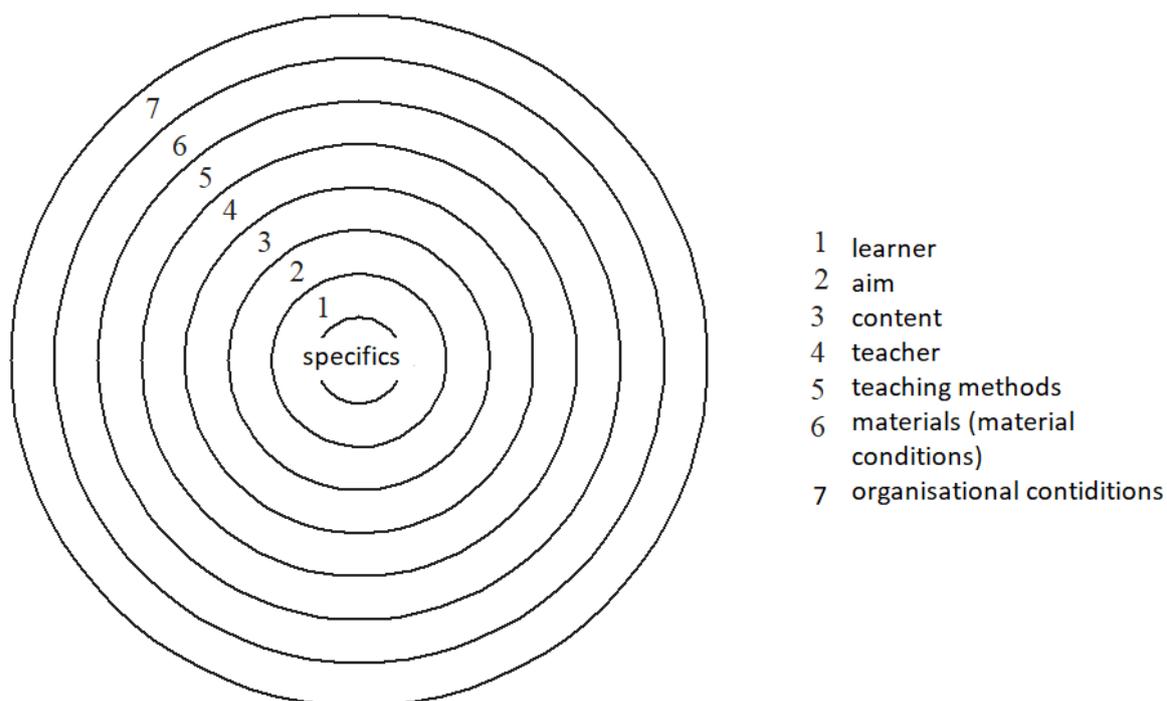
Picture 2 Basic factors of an educational process according to Choděra



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As based on the research done Koutská (2015) depicted foreign language teaching/learning by older adults in the following way, ranging from the core to factors having an overall impact on the levels in the centre:

Picture 3 Schema of basic factors in older adult education according to Koutská



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¹⁹ Choděra (2013) in Koutská (2015), English translation by the author

²⁰ Koutská (2015), English translation by the author

Specifics

The specifics of teaching foreign languages to older adults are connected as stated above to many aspects of human life, be it mental and physical state, social situation, previous language learning experience, life-long experience, learning style and motivation, etc. The specifics influence all the other aspects of learning/teaching.

Learner

Some of the characteristics of an older foreign language learner were already mentioned above, the others are again specifics connected to ageing.

In Koutská (2015) we distinguished two groups of changes, 1) changes generally connected to ageing and 2) changes connected to learning in older age.

Ad 1) e.g. Vágnerová (1999), Vágnerová (2006), Vágnerová (2007), Rogers (2002) or Hátlová (2010) (in Koutská, 2015) describe physical and mental changes including emotional, social changes and life long experience as three main areas.

Chart 10 Changes connected to ageing

area	example of a change
physical and mental changes including emotional changes	the overall deterioration of health
	simplification of personality structure
	slowing of cognitive processes, decline in cognitive plasticity, i.e. ability to use one's own potential
	deterioration in sensory perception
	decline in positive emotional perception ability, the individual is more unstable, the ability to control emotions is lower (on the other hand, the tendency to analyse one's own emotions and emotional experience is low)

social changes	older people enter new roles, that can be connected with new motivation for learning next to barriers and limits
life long experience	older people are experienced and with this experience they will more easily overcome crises even those that are very difficult

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Ondráková et al. (2012) and Senior Language Learners [online, 2006] summed up in Koutská (2015) state that changes connected to learning in older age are in performance, thinking, concentration and concentration span, memory, ability to learn, spatial orientation, vocabulary, learning strategy, motor skills and motivation.

Chart 11 Specific aspects of learning in older age

area	example
performance	older people need more time to fulfil a certain task, on the other hand, they tend to fulfil this task well
thinking	older people use different parts of the brain for learning a foreign language, they can have a higher ability to use abstraction and logical thinking; it takes longer to process information
concentration (span)	concentration is relatively easily distracted by excessive stimuli because older people cannot filter these; problems arise also in dividing and transferring concentration; the ability to concentrate, alertness and vigilance can (does not have to be) lowered
memory	ageing has a negative impact on most memory functions; long-term memory and its function is relatively stable but the speed of information coming to mind is lowered, there are changes in short-term memory and therefore also in processing new learning content
ability to learn	there is no difference between younger and older people in their ability to learn, however, the reaction time is longer by older adults

²¹ Vágnerová (1999), Vágnerová (2006), Vágnerová (2007), Rogers (2002), Hátlová (2010) summed up in Koutská, 2015; English translation by the author

spatial orientation	spatial orientation can get worse as well
vocabulary	vocabulary level stays relatively stable (most of the time)
learning strategy	older adults can master new learning strategies, on the other hand, they tend to use such strategies that lead to “the only correct answer” and that subsequently leads to mistakes and stress as opposed to younger generation whose mistakes are usually caused by inaccurate estimate
motor skills	the speed of motor skill is lower with age as well as the decision speed
motivation	the interior motivation is more involved in learning with age (children are more easily externally motivated)

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It is necessary to emphasise that the characteristics of the age group do not apply for everyone to the same extent and there are big differences among its individual members. The same applies for advantages of older people in (foreign language) learning over younger learners, see e.g. Johnstone (2002) in Koutská (2015).

Chart 12 Older learners' advantages in learning a foreign language (compared to younger learners)

aspect	example
experience	older learner can in comparison to younger learners build their foreign language development on world concepts acquired/learnt through their mother tongue
	older learners can be more experience in communication, participating/keeping conversation or in other language activities
	older learners can gain and process feedback more easily due to their experience
	older learner can have several learning strategies developed

²² Ondráková et al. (2012) and Senior Language Learners [online, 2006] summed up in Koutská (2015), English translation by the author

learning strategies and compensation techniques	older learner can become a more effective learner
	older learner can have better mastered (better developed) compensation techniques
motivation	older learner can have a clearer idea why they learn a foreign language and subsequently, they can become more targeted, more goal-oriented, and more hard-working toward these goals

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On the other hand, younger learners have advantages in many other aspects, see again Johnstone (2002) in Koutská (2015).

Chart 13 Younger learners' advantages in learning a foreign language (compared to older learners)

aspect	example
language shyness	younger learner can be less shy and anxious while production of or practising a foreign language
language acquisition/learning	younger learner can better absorb the language (rather than block the acquisition/learning)
time spent with the language	young learner has more time to meet the language (currently and in the future)
	early start can lead to a better interconnection of a mother tongue and a foreign language which can result in a better idea about the language and generally a better level of literacy
thinking	children learn at first intuitively, later on, analytical processes are added; this can result in better interiorization of the language into the personality of the learner

²³ Johnstone (2002) in Koutská (2015), adapted by the author

culture and identity	younger learners benefit more from the overall cultural, emotional and cognitive development that is connected to foreign language learning; the intercultural and multicultural identity is formed
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Aim

Rogers (2002) describes adult (older adult included) learner aims as “self-chosen life-related”. Older adult learners set their aims individually not by the society. The learners formulate the aims according to their life long experience, and the same applies for the results/goals that are more readily set as achievable and expected plus they can judge their potential better than younger learners.

Koutská (2015) in her research, points out that the achievable results and potential is often misjudged and older learners tend to underestimate themselves. The aims are “once a week to get dressed well”, “to meet people”, “to stay mentally fit”, or similar. To learn a foreign language is often a secondary aim for people in older adult courses.

The teachers should reflect this and along with knowledge internalisation and skills development, they should incorporate education leading to active ageing. (Active ageing is a progressive approach to ageing in which the aim is to maintain a high quality of life in older age, improvement in intergenerational relationships, higher involvement of older people in society, solidarity with and respect towards individuals, etc., for more see WHO (2002)) As Hubenthal (2004) in Koutská (2015) states, the most important aims are to stay integrated/to get integrated into the society, to enter a meaningful conversation and to be self-sufficient.

Content

Content for older adult EFL classes is not defined anyhow centrally, there is no curriculum, and therefore all content is derived from the needs analysis of the individual course participants, or distinguished by the teacher.

²⁴ Johnstone (2002) in Koutská (2015), adapted by the author

Koutská (2015) states that although older people tend to be not very flexible in their learning process (they are conservative as their preferred method is concerned – a grammar-translation method), the content is an area/aspect older adult learners are willing to change. The content is situational and practical: travelling, shopping, health, etc.

The research among University of the third age participants done by Koutská (2015) showed however that older adults are very strict in their necessity for perfect knowledge of the language system. They insist on being taught every single grammatical structure and vocabulary even if these structures are not used very often by the English speakers, or are not necessary for the situations (such as “vacations”, “shopping”, “health”) the older people express their need for.

The older learners have nevertheless while learning language system many advantages over younger generations, next to the limits. See the following chart for the chosen positive and negative factors in language learning by older adults, for the Czech version see Koutská (2015).

Chart 14 Summary of chosen positive and negative factors in language learning by older adults – language system

aspect	advantages	disadvantages
all elements of a language system	life long experience and long experience with learning	mental, health and social situation
	possibility of having longer contact with the target language	negative interference (negative influence and use of the mother tongue)
	previous linguistic experience	negative perception of one’s own abilities, especially the ability to learn, to remember; negative self-evaluation and self-perception
	deep routed grammar-translation method, or a habit to use/to be taught by indirect methods and drill activities, translation activities and extensive homework	

	<p>the possibility to use dictionaries or reference books (older adult learner usually know “how to use” these reference books/dictionaries)</p> <p>a high number of exercise types known (if digitally literate they can use also online exercises for homework)</p>	
pronunciation	global change of the importance of the “correct” pronunciation towards intelligibility	articulatory organs are set and this can cause (in)ability to articulate foreign language phonemes
		speech disorders (inborn disorders, gained problems after e.g. a stroke, a vocal cords surgery, etc.)
		pathological ear (term by Zajícová (2002) in Koutská (2015) – the learner hears the foreign language through his/her mother tongue and interprets phonetic nuances on the basis of mother tongue rules
orthography	the ability to match graphic, orthographic and phonematic features with phonetic orthography grows with age	graphic, orthographic and phonematic features of the target language do not correspond with the mother tongue (especially with English where spelling is not phonetic)
	ability (and habit) to use printed materials	
grammar	abstract thinking ability (especially when the task is staged into smaller consecutive steps)	tendency to require “correct” knowledge and use of grammar
	possibility to use such grammar structures that are already known to	negative perception of grammar – seen as a potential for mistakes and

	the older language learner from previous learning experience or that are similar in the mother tongue	stress factor (block while practice and production of grammar structure)
		extremely negative perception of one's own ability to learn grammar (especially due to memory problems and deterioration)
		diagnosed but more often undiagnosed disorders (such as dysorthography) – current problems falsely attributed to age
vocabulary	content knowledge of many topics that enables better context vocabulary learning	too strict requirement for a literal translation, knowledge of every single vocabulary item
	better possibility to grasp concepts due to long experience	vocabulary comes to mind slower and worse and therefore it is more difficult to revise the learnt
		negative perception of the ability to learn new vocabulary (especially due to declared memory problems and deterioration)
		fear of “unknown and ignorance” – worse ability to use compensation techniques
		problems to grasp different concepts (concepts that differ in the target language and culture and the mother tongue language and culture)

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A similar chart can be drawn for language skills, for the Czech version see Koutská (2015).

²⁵ Koutská (2015), English translation by the author

Chart 15 Summary of chosen positive and negative factors in language learning by older adults – language skills

aspect	advantages	disadvantages
all language skills	life long experience	physical, mental and social situation
	previous linguistic experience	negative interference (negative use of the mother tongue)
	the ability to anticipate the content (to build presumptions)	
	easier semantic analysis and comprehension (due to extensive content knowledge)	
	positive transfer (positive use of the mother tongue)	
listening	the possibility to use devices like hearing-aid	hearing quality deterioration
		hearing impairment
		lower ability to register foreign language phonemes
		lower ability to distinguish foreign language phonemes (especially minimal pairs)
		noise, worse acoustics and other disturbance can greatly influence the listening process by older adult language learners
		pathological ear – filter based on the mother tongue according to which the learner hears and interprets the phonemes of the target language
speaking	strong motivation for oral production	articulatory organs are set for the mother tongue for a long time

		<p>inability to articulate or having life-long speech disorders and problems like stammering, mumbling, speaking with a lisp, suffer from rhoticism; the speech disorders and problems can be caused also by health problems like a stroke, etc.</p>
		<p>lower quality (and strength) of voice, phonation problems or respiratory problems</p>
reading	individual working pace	eyesight problems and disorders
	the possibility to use dictionaries and reference books (older adults tend to know how to use the reference books and dictionaries better than a younger generation)	insufficient lighting (too much light, too low light, uneven lighting)
	reading literacy gained through life long experience (learnt reading strategies)	the necessity to adjust texts graphically (bigger letters, clearer layout and design)
	advantage in learning languages with the same or similar letters	diagnosed and often undiagnosed dyslexia (general public knowledge about dyslexia was low in the past and people were often labelled as “stupid”)
	the ability to use devices or aids like glasses, magnifiers, etc.	<p>identification problems with foreign language graphemes (and subsequently lower ability to recall the graphemes)</p> <p>detailed reading (literal translation, declared necessity to know every single word)</p>

		problems with languages with a different type of system of writing
writing	individual working pace	eyesight problems and disorders
	the possibility to use dictionaries and reference books	insufficient lighting (too much light, to low light, uneven lighting)
	the possibility to use methods of their own choice (to compare, to consider, to judge, to choose and to use methods that old adult learners know/are used to work with)	diagnosed and often undiagnosed dysgraphia (general public knowledge about dysgraphia was low in the past and people were often labelled as “stupid”, specific educational needs were not reflected)
		problems with languages with a different type of system of writing

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Teacher

Generally, a teacher is (see e.g. Hendrich (1988) in Koutská (2015) a person with necessary pedagogical talent and education, theoretical and practical knowledge of linguistics, psycholinguistics, pedagogy, psychology, with organisational talent and experience, with moral, volitional and emotional characteristics, the pedagogical tact included and creative interest in teaching.

Ondráková et al. (2002) suggest adding a necessity for IT competence, methodology competence (EFL methodology competence, general pedagogy and methodology competence, diagnostic and intervention competence, social, psychosocial and communicative competence, managerial and normative competence, professional and personal development competence plus advisory and consultation/tutoring competence.

The teacher of older adults needs especially the ability to work with a heterogeneous group. The learners have different life long experience (professional career, education achieved, social

²⁶ Koutská (2015), English translation by the author

status, (previous) language learning experience, world knowledge etc.) and a different potential to learning (health limits, motivation, family support, etc.). The teacher should use their ability to interconnect life long experience to the language learning and be more of a guide/a friend/a partner than an idol/a mentor/an icon.

Older adult learners in Ondráková et. al (2002) show the tendency to have excessive demands on the teachers. A teacher should be an excellent language speaker, an excellent expert and have also an excellent general knowledge. He/she has to be a social paidotrop – a teacher and a friend at the same time. In Koutská (2015) we describe a paradox here, that older adult learners wish for an authoritative teacher (they are used to this kind of teachers) on one hand, and liberal and democratic teacher who would show them great respect (they are used to as older members of the mother tongue community).

Rogers (2002) says that it seems as if adults (older adults included) expected and preferred a leading role of the teacher plus content-oriented methods, especially because activating and participative methods are viewed as too difficult and time-consuming.

Teaching methods

As far as the teaching methods are concerned Joiner (1981) in Koutská (2015) brings into attention the fact that teachers should use such methods that eliminate feelings of inferiority and insecurity. The older adult learners do not wish to practice “weird” sounds, fumble for the right words in an unknown vocabulary, they do not want to follow orders without the possibility to argue/express their opinions/share their experience or stance. They do not want to feel “stupid”. The methods chosen should, therefore, lead to the acceptance of the position when the learner does not know/does not understand, to stay on the top of things, and especially to the development of self-confidence as a language learner.

The methods should reflect the wishes of the learners as well as the teachers. Rogers (2002), however, states that older EFL learners tend to view learning as memorization and tend to “ask for” grammar-translation method or other “traditional” methods. The reason is in Nehyba (2012) or Dvořáková (2012) both in Koutská (2015) that older learners require such methods

they are used to, they “stick” to thinking strategies and learning strategies they used throughout their lives. Maňák and Švec (2003) in Koutská (2015) lists these traditional methods: (translated into English by the author for the purpose of this text) - verbal methods (storytelling, explanation, lecture, work with texts, dialogue/interview), demonstration illustrative methods (demonstration and observation, work with visuals, instructions/briefing), practical skill-oriented methods (imitation, manipulation, skills development, production methods).

The older learners prefer drill activities, model sentences presentation/practice/production, literal translation and as Choděra (2013) in Koutská (2015) says nest acquisition of vocabulary, i.e. word formation relationships, vertical connections in the lexical (or notional) field.

The paradox lays in the fact that older learners tend to aim at communication “to be able to communicate during vacations” but as means, they prefer traditional transmissive frontal teaching. The use of modern communicative methods is in Koutská (2015) connected to the insecurity of learners. On the other hand, when the teacher draws impulses to communication from life long experience, the learners can become again “the older, the wiser”, can gain the role of “the knowing”/“the advisor”.

As far as the classroom management is concerned and the organisation of work, the older learners can work individually, in pairs, in teams, they can discuss, attend the lecture or workshop, they can (if there is IT knowledge, or if the digital literacy tutoring is offered) work in a language laboratory, they can attend cultural events such as English drama performance, they like to go on excursions. Nevertheless, as Koutská (2015) says the older learners would probably not feel very comfortable at playing games or drama.

The learning should be (as with other groups) as much multisensory as possible. The deficit in one sensory perception possibility can be overcome by activity involving a different sense so that the potential for learning is maximized. The next aspect helping to enhance and use the potential is as above stated life long experience, (previous) knowledge and (previous) skills. This results in a heterogeneous and multilevel class.

Materials (Material conditions)

The same as for the methodology books on older adult EFL education apply to teaching materials adjusted for this particular age group. In the Czech Republic, there are two books by CPress “Angličtina pro seniory” and “Konverzační příručka pro seniory” and “Angličtina pro aktivní seniory” by the Fragment publishing.

A certain potential to problems has the use of information technology devices. In many cases, older adult learners are digitally illiterate. Although this depends greatly on the life experience (professional career) of the individual learners.

Teachers usually use materials for self-learners or adults adjusted to the particular group by the teacher according to the needs analysis done either via diagnostic tests or via observation based on teaching experience.

Organisational conditions

Older adult courses are usually organised by universities of the third age, academies of the third age, senior (education) centres, or language schools. Čornačičová (1998) (translated by the author) adds also senior clubs, elder hostels in the USA and Canada, or Sommersemesters in Germany. In her book, she mentions the possibility to study regular day-time/part-time university program, to attend professionally oriented educational activities like 50+, to attend aiming at the support of social engagement and activation of older people, institutionally lead self-learning activities, educational activities organised by public libraries, excursion tours for older adults, programs preparing for ageing and active (healthy) ageing, memory trainings, tutoring and consulting, programs for sport and movement activation, adaptation-educational programs in senior houses (health care centres), activation-educational and rehabilitation programs, etc.

For example, universities of the third age offer the following conditions to the education of older adults: university premises in university towns, academic leadership by university experts, face-to-face teaching. These characteristics apply if the U3A is organised according to the French model as in the Czech Republic. The other models are the British model – informal

senior communities locally based, and the Austrian model – university lectures/workshops for pre-gradual students are open to adult and older adult learners as well.

The extent of education and its structure is influenced by (in) ability to concentrate for a longer time, a higher fatigue rate, perception of ageing (active?), by other “extracurricular” activities, by memory problems/effectivity. Generally, the teachers need to structure the lesson into smaller phases that are repeated cyclically (or better said in a spiral, adding extras to the previous levels). Older adults tend to prefer clear structures that are logically coherent, foreseeable and part of a time schedule set in advance.

As far as the time is concerned Ondráková et al. (2002) emphasizes the need of older adults to be educated during the day because when returning home from the course in the dark they feel unsafe and are more afraid.

The number of students in older adult courses should be relatively low. Koutská (2015) suggests the maximum of 15 learners per course.

Relatively important for older adult learners is physical access to the classroom. The classroom should be reachable by public transport, wheelchair accessible, ideally close to the learners’ homes. The room should have enough fresh air, good lights, enough space and without distractions (not too many decorations on the walls, not too much furniture). The acoustics of the room should be of good quality so that everyone can hear.

Nowadays older adult language courses are organised virtually as well but as Koutská (2015) stresses “to meet other people”, “to stay socially active”, “to get dressed” are very important motives.

A.2.6. Age-groups compared

To conclude the chapter on age-differences in ELT, ELT training and EFL/ESL learning the text sums up the most important aspects in the following charts.

The first chart is based on findings by Vágnerová (1999), Vágnerová (2006), Vágnerová (2007), Hubenthal (2004), Mühlpachr (2004), Hátlová (2010) all in Koutská (2015).

Chart 16 Age-groups and their specifics in EFL teaching/learning compared

aspect	very young learner, young learner, young adult learner	adult learner	old adult learner
motivation	marks	work/job	interest
	praise and punishment	certificate, title	staying mentally fit
			staying physically fit
current and future grades	current grades	new social roles	
possible limits and barriers	interest/uninterest	time	sensory organs function deterioration
	physical development, abrupt changes in the physical state	finances	cognitive processes aggravation
	emotional instability in puberty	low motivation	health and social problems
	mental development and cognitive skills development	very narrow interests and orientation	
	underdeveloped/not developed learning strategies		

The first area mentioned, i.e. motivation, was researched to a greater detail by Kormos and Csizér (2008) (see Koutská, 2015). The research contrasted children (very young learners, young learners and young adult learners) on one hand, and adult learners and older adult learners on the other hand. The aspects compared were: integration in the foreign language culture, usability of the language knowledge and skills in praxis, cultural interest, attractiveness of the foreign language target community, linguistic self-confidence, anxiety connected to using the language, anxiety connected to relationships in the class, learners' environment, family (paternal) support, attitude to foreign language learning, international importance of a foreign language, an ideal foreign language "me", motivated behaviour towards learning.

In each aspect, there are two key factors, one being the age, the other whether the learner is living in the target language community (is an immigrant) or not. So, for example, integration into the foreign language country culture is more connected to immigration as well as age. The younger learners tend to assimilate with the culture (become natives), the adult learners tend to accommodate to the culture (they adopt some of the values and language), the older adult learners tend to accept the culture but not get involved (they do not learn the language or only partly, they tend to keep their cultural values and behaviour).

The motivation is influenced by both factors too. Generally, the younger the learner is the more is his/her motivation targeted at future expectations (except very young learners) and the older the learner is the more is he/she oriented at current aims. Usually, the motivation goes from external to internal with age. Very young learners and young learners are easily motivated by their teachers, their parents, on the other hand, older learners need family support but there are driven by intrinsic motivation. Family plays rather a negative role by older adults – many are of so called "sandwich" generation, i.e. they take care of their children as well as their very old parents, older adults are often not supported by their relatives or by their community because many people do not believe in learning in older age (do not believe that learning in older age is possible) and regard older adult education as a waste of time). Koutská (2015) reports attitudes

²⁷ Vágnerová (1999), Vágnerová (2006), Vágnerová (2007), Hubenthal (2004), Mühlpachr (2004), Hátlová (2010) all in Koutská (2015), English translation by the author

such as “they should babysit the grandchildren instead”, “you cannot teach an old dog new tricks”, etc.

Anxiety connected to the use of the language results from the lack of support (from the family or society), from the lack of self-confidence as a human being, from the lack of self-confidence as a language learner, from personal characteristics or (previous) experience. Usually, anxiety grows in time. Very young learners and young learners are not afraid to use the language, young adult learners become shy and afraid of making a mistake/a fool of themselves, adult learners are highly motivated to use the language, and if the motivation is strong, they can suppress the anxiety, on the other hand, older adult learners do suffer from high anxiety rate. This comes from the loss of the role they have as mother tongue speakers – the “wiser”, the “more experienced”.

Kormos and Csisér (2008) also point out that older learners usually are more interested in the target language culture and they have a clearer idea what their ideal knowledge and skills level is like. On the other hand, although they know what they want to achieve to greater detail and more specifically than younger age groups, older adult learners have often low self-confidence and do not believe that they can actually achieve this ideal state. Koutská (2015) emphasises the same, i.e. that older adult learners tend to “build their own barriers and limits” in language learning and that the basic problem is not believing in their ability to learn “I do not remember anything.”, “I have forgotten everything.” “I want to start in beginner classes again.”, etc.

Very comprehensive charts (comparison till adulthood) are offered by theliteracybug.com [online, 2020] and therefore reprinted here.

Picture 5 Life stages compared – 2

STAGE	Cognitive Skills	Alphabetic Principle	Phonological & Phonemic Awareness	Learning Words	Using Words	Functions of Language	Knowledge (Domains), Thinking & Reasoning	Motivation, Interest & Expertise	Environments, Resources & Relationships	EXPLANATION
0	<p>Recognizing Patterns</p> <p>Employing Memory</p> <ul style="list-style-type: none"> - short term - working - long term 	<p>The learner is developing an initial understanding of letter-sound correspondence (phonics) after the 20 letters of the alphabet.</p>	<p>Developing phonemic awareness (manipulating words and the individual sounds of English)</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Learning to understand the different functions of language: requesting, commenting, protesting, and expressing.</p>	<p>When learners use language they are not just using words; they are also using their knowledge of the world to make sense of what they are saying. This is called pragmatics, or the social use of language.</p>	<p>As a learner enters this world, he/she develops interests, passions, expertise and their qualities enter the world through their experiences and learning habits.</p>	<p>The learner is not learning with others in a social, real-world context. They are learning in a highly structured, artificial environment. This is why the play-based approach to language learning is so important.</p>	<p>In Stage 0, there is a significant period of time where the learner is not yet able to read or write. This is a period of pre-literacy where the learner is developing the foundational skills needed for reading and writing.</p>
1	<p>Segmenting & Categorizing</p> <p>Fluently Reading & Spelling</p>	<p>Decoding & Spelling Skills</p> <p>NOTE: By age 6, most children understand the sound of words they hear and can read the words. However, it takes about 18 months of instruction to be able to read and write about 1000. At the end of Stage 1, about 50% of children can read and write about 1000 words.</p>	<p>Developing phonemic awareness (manipulating words and the individual sounds of English)</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Learning to understand the different functions of language: requesting, commenting, protesting, and expressing.</p>	<p>When learners use language they are not just using words; they are also using their knowledge of the world to make sense of what they are saying. This is called pragmatics, or the social use of language.</p>	<p>As a learner enters this world, he/she develops interests, passions, expertise and their qualities enter the world through their experiences and learning habits.</p>	<p>The learner is not learning with others in a social, real-world context. They are learning in a highly structured, artificial environment. This is why the play-based approach to language learning is so important.</p>	<p>By Stage 1, there is a significant period of time where the learner is not yet able to read or write. This is a period of pre-literacy where the learner is developing the foundational skills needed for reading and writing.</p>
2	<p>Assessing, Comparing & Contrasting</p> <p>Rule Following & Rule Generation</p>	<p>Morphological Awareness in Print Increases</p>	<p>Developing phonemic awareness (manipulating words and the individual sounds of English)</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Learning to understand the different functions of language: requesting, commenting, protesting, and expressing.</p>	<p>When learners use language they are not just using words; they are also using their knowledge of the world to make sense of what they are saying. This is called pragmatics, or the social use of language.</p>	<p>As a learner enters this world, he/she develops interests, passions, expertise and their qualities enter the world through their experiences and learning habits.</p>	<p>The learner is not learning with others in a social, real-world context. They are learning in a highly structured, artificial environment. This is why the play-based approach to language learning is so important.</p>	<p>By Stage 2, readers are beginning to use phonics to read words. They are also beginning to use phonics to write words. This is a period of early literacy where the learner is developing the foundational skills needed for reading and writing.</p>
3	<p>Meaning Cognition</p> <p>Strategic Knowledge & Task Assessment</p> <p>Critical Thinking Skills</p>	<p>Morphological Awareness in Print Increases</p>	<p>Developing phonemic awareness (manipulating words and the individual sounds of English)</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Learning to understand the different functions of language: requesting, commenting, protesting, and expressing.</p>	<p>When learners use language they are not just using words; they are also using their knowledge of the world to make sense of what they are saying. This is called pragmatics, or the social use of language.</p>	<p>As a learner enters this world, he/she develops interests, passions, expertise and their qualities enter the world through their experiences and learning habits.</p>	<p>The learner is not learning with others in a social, real-world context. They are learning in a highly structured, artificial environment. This is why the play-based approach to language learning is so important.</p>	<p>By Stage 3, readers are beginning to use phonics to read words. They are also beginning to use phonics to write words. This is a period of early literacy where the learner is developing the foundational skills needed for reading and writing.</p>
4	<p>Problem Solving Behavior</p> <p>Processing & Synthesizing Multiple Sources of Information</p> <p>Collaborative Skills & Related Social Skills</p>	<p>Morphological Awareness in Print Increases</p>	<p>Developing phonemic awareness (manipulating words and the individual sounds of English)</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Typically developing children enter Kindergarten with 5,000 words in their active vocabulary and know more than 10,000 words.</p>	<p>Learning to understand the different functions of language: requesting, commenting, protesting, and expressing.</p>	<p>When learners use language they are not just using words; they are also using their knowledge of the world to make sense of what they are saying. This is called pragmatics, or the social use of language.</p>	<p>As a learner enters this world, he/she develops interests, passions, expertise and their qualities enter the world through their experiences and learning habits.</p>	<p>The learner is not learning with others in a social, real-world context. They are learning in a highly structured, artificial environment. This is why the play-based approach to language learning is so important.</p>	<p>In Stage 4, literacy instruction is completely different from the early reading experiences of Stages 1 to 3. In this stage, learners are required to process, examine, and respond to texts in a way that is not just for fun, but for a specific purpose. At this stage, learners are required to employ multiple learning processes to complete tasks.</p>

We would sum up the main differences as follows:

Children (very young learners, young learners, young adult learners) start their schooling and develop from concrete to abstract thinkers, they build social relationships outside the family and gain experience in learning as well as language learning, they develop their language skills and language knowledge gradually together with the world knowledge. If properly motivated children are keen learners and if the Critical Period Hypothesis is included, they are more able to learn the language than the other age groups.

Adults are a very diverse group, for many researchers, older adults belong to this group, for others they form a separate group. Adults are usually people with some learning experience but they do not have to have any language learning experience in that particular language. In the past English was not taught in the Czech Republic, so among adults, there can be complete beginners. Usually, adults are highly motivated and tend to concentrate on their skills (on fluency) more than on accuracy.

Older adults are highly motivated as well but they do tend rather a negative self-evaluation. This forms blocks, limits and barriers next to the limits caused by health (or social) state. Contrary to adults they tend to require accuracy (literal translation, strict knowledge of the correct grammar), and welcome grammar-translation method more than modern communicatively lead classes. Older adults are however also a very diverse group.

Diversity is a characteristic that is common to all age groups and therefore teaching EFL to any age group should be based on the needs analysis of its participants.

A.3. Age-related variables in Pre-service ELT training

Pre-service ELT training is done at universities because the Czech law (Act 563/Coll 2004) prescribes that to teach at pre-primary, elementary (primary and lower secondary), secondary (upper secondary) and tertiary education you need to graduate with a (teaching) degree.³¹

³¹ <https://www.zakonyprolidi.cz/cs/2004-563>, extracted 2020

In the Czech Republic, the university degree related to teaching can be obtained at the following universities, see chart 1.

Chart 17 Teacher Training Programmes

	Teaching at pre-primary education	Teaching at primary education	English for education	Teaching English at lower secondary education	Teaching English at Upper Secondary Education	Andragogy (Adult Education)	Andragogy (Adult education)
	3year bachelor programme	5year master programme	3year bachelor programme	2year master programme	2year master programme	3year bachelor programme	2year master programme
Charles University in Prague	X	X	X	X	X	X	X
Jan Evangelista Purkyně University in Ústí nad Labem	X	X	X	X			
Masaryk University in Brno	X	X	X	X	X		X
Palacký University in Olomouc	X	X	X	X		X	X
Technical University in Liberec	X	X	X	X			
Tomas Bata University in Zlín	X	X				X	
University of Southbohemia in České Budějovice	X	X	X	X	X		

University of Hradec Králové	X	X	X	X			
University of Ostrava	X	X	X	X	X	X	
University of Pardubice			X	X			
University of West Bohemia in Plzeň	X	X	X	X	X		
Jan Amos Komenský University in Prague (private)						X	X

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Geragogy (Older Adult Education) as a separate programme is not offered in the Czech Republic and the same applies for Teaching English to older adults. Andragogy is offered but there is no Teaching English to adults programme. Teaching English for pre-primary education does not exist at all as well and the Teaching English at primary schools programme is offered by some universities but only to students who need to finish their studies, new students are not being accepted. The necessary knowledge about age-related variables can be drawn from the general pedagogy which is part of all teaching programmes and from general EFL methodology but the cooperation between pedagogy experts and foreign language methodology experts is extremely scarce. The chart clearly shows that the age-variables have to be discussed within the programmes and the best “position” have EFL methodology courses (see Suggestions for Pre-service and In-service ELT training).

³² Koutská – summed up for the purpose of this text from MŠMT, 2020

A.4. Age-related variables in In-service ELT training

In-service ELT training is done not only by universities which offer further education for teachers of other subjects or part-time teacher training programs but mainly via professional development workshops and courses organized by the regional offices, National Institute for Further Education, Ministry of Education and Sport or various companies. The quality of these methodology courses is institutionally not supported by the universities which should lead to greater research (and maybe subsequently to overtaking every in-service ELT training by universities and their methodology experts.) The topic needs to be researched separately and it is not in the scope of this text.

B. THE EMPIRICAL PART

As stated in the research plan the empirical part is based on mixed-method design, i.e. with quantitative as well as qualitative approach.

The suggestions are based on a qualitative method of observation (and practical experience with EFL teacher training and teaching) (for more details on the method see Švaříček, Šed'ová et al. (2007); Doulík (2008)).

The needs analysis and feedback to suggestions are based on a survey and its quantitative evaluation (for definition see e.g. Chráska (2007); Doulík (2008); Gavora (2008)), and qualitative analysis of the comments' content (semantic analysis, see e.g. Doulík (2008); Gulová, Šíp (2013)).

B.1. Suggestions for Pre-service and In-service ELT training

As stated above there is no EFL teacher training programme for pre-primary education, EFL teacher training programme for primary education has been abandoned, so there are only remnants and last students to finish these programmes, there is no EFL teacher training programme for adult education and no EFL teacher training programme for older adult education although research is constantly proving that each age group has its specifics. Therefore, current programmes should “open” to all age-groups, use one age group as a target group and the other groups as reference groups for comparison.

A very convenient environment for age-related variables discussion is at the English for Education programme which is not age-specific (although in reality this programme is mostly perceived as preparatory to 2years MA programme and therefore unofficially aimed at the same age-group be it lower secondary or upper secondary school children), or age-related variables can be discussed as part of EFL methodology courses at the MA programme.

Below there is a suggested course of action for EFL methodology courses: one possibility is to have separate sessions on age-related variables; the other possibility is to incorporate the topic

into other topics, be it how to teach listening/speaking/reading/writing, how to teach vocabulary/grammar/discourse, how to evaluate/assess/give feedback, etc. We suggest incorporating age-related variables to every single topic.

The following activities are based on Bloom's taxonomy (see Appendix), CEFR (Common European Framework of Reference for Languages) + all above mentioned expert materials.

B.1.1. Teaching pronunciation

Goal: By the end of the activity the students should be able to design a pronunciation exercises/activity for students with specific needs

Objectives: By the end of the activity the students should be able to list some typical pronunciation mistakes/errors Czech learners of EFL do, and to classify these pronunciation mistakes/errors as far as their cause is concerned (interlingual interference, intralingual interference, overteaching, registration problems, etc. hearing impairment included). They should be able to predict in what situations these pronunciations mistakes/errors most likely occur to modify their course of action as EFL teachers and model some sample pronunciation examples. As a result, the students should be able to design a pronunciation exercise/activity for students with specific needs and/or for students of different age. The age-related characteristics involved could be speech disorder, hearing impairment, or problems with registering.

Materials: wooden sticks, toothpicks (unsharpened) or straws

Procedure:

1. The student brainstorm and create a list of typical pronunciation mistakes/errors Czech learners of EFL do.
2. They group (categorize) the pronunciation mistakes/errors and predict in what situations these mistakes/errors occur.

3. The teacher chooses a category of in Czech non-existing phonemes and asks the students to make notes after hearing a word, i.e. they should write what word they have heard.
 - 3a) the teacher models in Czech non-existing phonemes on sample words in a whisper
 - 3b) the teacher models in Czech non-existing phonemes on sample words different from 3a while students have their ears covered with hands.
 - 3c) the teacher models in Czech non-existing phonemes on sample words different from 3a and 3b while having a wooden stick/toothpick or a straw between his teeth in his/her mouth
4. The students will be paired. In each pair one student will firstly whisper, the other will repeat the word aloud; secondly one will cover his/her ears, the second says a word, the first repeats; thirdly one will (try to) say a word with a tooth pick/wooden stick or straw between his/her teeth, the other repeats the word
5. The students discuss the difficulties. They should be able to go back to their predictions and attempts at categorization of pronunciation mistakes/errors and determine the category and likely situation (the first two representing either registration problems or hearing impairment, the last representing an articulation problem).
6. The students will be encouraged to match the “problem” to the age group (e.g. Hearing impairment in older age, articulation problems among very young learners) or to the group of learners with specific needs.
7. The students should be able to incorporate age-related or specific needs-related variables to their pronunciation exercises/activities.

B.1.2. Teaching spelling

Goal: By the end of the activity the students should be able to develop a spelling activity that is appropriate for all age groups.

Objectives: By the end of the activity the students should be able to recognize typical spelling mistakes/errors Czech speakers do. They should be able to classify these spelling mistakes/errors as far as their cause is concerned (writing disorder, brain processing abilities, intelligence type, interlingual interference, intralingual interference, overteaching, fatigue (short concentration span), etc.) The students should be able to predict in what situations these spelling mistakes/errors most likely occur to modify their course of action as EFL teachers and model some sample spelling activities. As a result, the students should be able to design a

spelling activity that is appropriate for all age groups, or for a certain specific age-group as based on the group's needs. The age-related characteristics involved could be brain processing abilities – especially abstract thinking, analogy creation capacity and ability, or concentration span – short by (very) young learners and older adults and longer by other age groups.

Materials: board/whiteboard/blackboard + marker, monolingual dictionaries or thesauri

Procedure:

1. The teacher writes on the board a cluster of graphemes, e.g. wjouajizHobokenwhuoyzpublishermnighzu and asks students to decipher/decode/recognize the “message” by asking: Can you see anything meaningful? The students differentiate, analyse and judge to determine the words Hoboken and publisher.
2. The teacher explains why the students were able to “see” the words – brain processing abilities development in age (from concrete, naïve, magic thinking to abstract, logical, analogy-based thinking). The students or the teacher give examples of other brain capacities like being able to process a sequence of consonants without vowels or to process scrambled graphemes sequence if there are some solid “points” to stick to and illustrate these on sample sequences.
3. The teacher says a phrase ideally unknown to the students and they note the phrase down. The students have to predict the spelling, apply the already learned rules of English spelling and use them to write this structure.
4. The students define the rules they used and explain them to their peers (either in pairs or whole class). They compare their “version” and discuss any differences, they could also defend their “version”.
5. The teacher writes the correct version of the board.
6. The teacher pairs the students and hands over a monolingual dictionary or thesaurus to each pair. One student in each pair should predict what structure would be unknown to his/her colleague, he/she should compare his/her choices and choose the one he/she is going to present. The student A says the structure to the student B and the student B notes the structure down. The students B assess his/her solution according to the student A and the dictionary/thesaurus. They discuss the spelling rules to be used for the given structure.

7. The teacher elicits from students, students brainstorm the other spelling activities they know and their appropriateness for different age-groups.
8. The teacher makes students aware of age-related variables connected to spelling – very young children do not write, young children do write phonetically, young adults do have limited spelling rules at their use, adult learner and older adult learner could struggle more with interlingual interferences, but could also have the spelling strategies developed to a greater extent than younger age-groups, differences in brain processing abilities: abstract thinking, analogy creation capacity and ability by young adults, adults and older adults, and concrete, naïve, magic, without logical processing thinking by very young and young learners, or differences in concentration span: short by (very) young learners and older adults and longer by other age groups.
9. The students (again in pairs) define the age-related variables connected to spelling one more time by summarizing the activity (and the lecture), paraphrasing and discussing the findings. They apply the knowledge to determine what spelling activity they could create and subsequently they create their own spelling activity.
10. The class tries out/performs some of the students' spelling activities and identify their target group (if the target group is not clear, the presentees defend their choice and their perspective of the appropriate target group.)

B.1.3. Teaching vocabulary

Goal: By the end of the activity student should be able to create an activity/exercise for teaching vocabulary.

Objectives: By the end of the activity student should be able to name semantisation techniques and match them to the target age group according to the appropriateness of the technique to the given age group. The students should be able to give examples of semantisation techniques for particular English vocabulary and to demonstrate them. They should be able to critically assess what semantisation technique is (especially) useful for conveying the meaning of this particular vocabulary item, i.e. analyse their appropriateness. Finally, the students should be able to choose a semantisation technique useful for conveying the meaning and design a vocabulary presentation activity using this particular semantisation technique on a vocabulary item of their choice. The age-related characteristics could be especially appropriateness for the age group:

demonstration, miming – very young learners, young learners; analogy and parallels, comparison (interlingual: positive transfer, negative interference (false friends) or intralingual (e. g. minimal pairs)), collocations or colligations, word formation, item(s) analysis – young adult, adult, older adult learner; description (definition), translation, contextualization, categorization (using hyperonyms/hyponyms), using synonyms/antonyms – all age groups.

Materials: authentic or adjusted text with an audio version, pictures/flashcards of the chosen items from the texts, board/whiteboard/blackboard + marker

Procedure:

1. The teacher hands over to the students a text (its first part) where some vocabulary items are highlighted (the teacher identified structures to concentrate on). These vocabulary items are however swapped for similarly pronounced items but not making sense in the context. The students are asked to read the text and to predict the meaning that should go into the context, i.e. guess the original structure. (semantisation technique of contextualization)
2. If guessed incorrectly, or for chosen items, the teacher uses the semantisation technique of description (definition) for the students to be able to recognize the meaning/item. He/She uses categorization and synonyms/antonyms as well.
3. The students listen to an audio version of the text (the first part) and define the correct “version” of the items.
4. The teacher hands over to the students the second part of the text where some vocabulary items are missing. The teacher divides the students into two groups, one group has pictures on the desk and their task is to name the pictures, to discuss where the pictures should go (what blanks the vocabulary items depicted on the pictures fulfil), to use the pictures and to order them according to the blanks (first blank space → first picture) so that they recreate the text (semantisation technique of demonstration). The second group is given the Czech translation of the missing items, they list the possible English translations, they discuss which is the most appropriate, they choose and apply their choice so that they recreate the text (semantisation technique of demonstration)
5. The teacher either reads or plays the recording and stops anytime there is the “missing” item. The first group shows the picture, the class agrees or disagree with their choice, the second group offers their translation.

6. The teacher lists the semantisation techniques on the board. The students match the technique to the sub-activities done before. The teacher makes the students aware of other semantisation techniques. The students predict their procedure and use, the teacher describes if necessary, or paraphrases and summarizes what the students guessed. The teacher also explains their appropriateness for different age groups.
7. The teacher hands over the third part of the text. For every student, there is a different item highlighted and translated (altogether there are five different items highlighted and translated). The students choose a semantisation technique (not translation) and use this technique to illustrate the meaning of the item later on.
8. The students mingle in the classroom and while using the semantisation technique of their choice they have to find the students with a vocabulary item different from their own (altogether 5 people). Thus, they form groups with the whole text.
9. The class reads or listen to the whole text.
10. As a home assignment, they are asked to choose a vocabulary item and to use all possible semantisation techniques taking into consideration their appropriateness for the item itself and for different target age-groups.

B.1.4. Teaching grammar

Goal: By the end of the activity the students should be able to create an activity/exercise for teaching grammar.

Objectives: By the end of the activity the students should be able to recognize the difference between inductive and deductive approach. They should match the sample activities/exercises to either inductive or deductive approach to teaching grammar. The students should be able to describe and explain both approaches and to contrast them to be able to choose the more suitable course of action for the given age-group (very young learners and young learners – inductive approach (and inductive approach); young adults, adults, older adults – deductive (and inductive approach)). By the end of the activity the students should be able to plan and design a grammar activity/exercise using inductive as well as deductive approach. The age-related variables incorporated could be brain processing and thinking development, especially the ability to use parallels, analogy, logic (very young and young learners do not have the capacity to analyse the examples, to determine similarities in them, to contrast them and to judge parallel situation where they could, if they were able to use logic and analogy, apply the rule that they are not

able to create/state for the reasons mentioned above anyway; very young learners and young learners lack sufficient language level as well (they do not have sufficient language knowledge and skills to describe, explain, and summarize the rules).

Materials: cards of different colours with pronouns as subjects (on the reverse is the word “subject”), verbs (with modal verbs) as predicates (on the reverse is the word “predicate” and nouns as objects in them (on the reverse is the word “noun”), board/whiteboard/blackboard + blue tack

Procedure:

1. The students create a circle. The teacher looks around the classroom and says: “I can see a ...” and names an object in the classroom. Then he/she looks at one student, points to a different object and back to the student and says: he/she can see ... The students one by one repeat the structure: “I can see ... and add the structure “He/she can see” with rephrasing what the person next to them said.
2. The teacher hands over cards of different colours with pronouns as subjects, verbs as predicates and nouns as objects in them to the students, their task is to swap seats so the three people sitting next to each other form a meaningful structure (I – can see – a whiteboard).
3. The students with the same colour are asked to come to the board and by using a blue tack they stick their card there to form a column. The second group forms a column next to the first one and the third group forms a column next to the second one. Thus, new structures like “he – can see – a door” are formed.
4. The teacher turns around the first card in each column and names the cards as subject, predicate, object. The students define the rule, the position of each component within the sentence structure.
5. The teacher explains that the activity done was an example of an inductive approach to teaching grammar – firstly examples, then forming the rule. He/she introduces the deductive approach (firstly rule, then examples) after that.
6. The students identify a grammar rule, they summarize it and paraphrase the rule to demonstrate a deductive approach to teaching grammar on an example – students take turns, thus many grammar points are covered and “explaining” the grammar rule is practised.

7. The teacher groups the students into two teams. One team represents fans of deductive approach and the other team represents fans of inductive approach.
8. In the groups the students name, describe and explain advantages and disadvantages of their given approach in relation to a certain age group by contrasting and comparing the groups, analysing the characteristics they have come across during the previous activities, and apply the findings to the defence of their approach.
9. The groups present their “debate” (by summarising and paraphrasing). At this phase, the students should be able to recognise the inductive approach as being more suitable for very young and young learners and deductive approach as being more suitable for young adult, adult and older adult learners.
10. The groups work again together now on gradually planning a sample grammar presentation activity/exercise. The group with the inductive approach outlines, discusses and subsequently demonstrate their “invented” grammar activity/exercise using the inductive approach and aimed at very young and/or young learners. The group with deductive approach outlines, discusses and subsequently demonstrate their “invented” grammar activity/using the deductive approach and aimed at young adult, adult and/or older adult learners.

B.1.5. Teaching discourse

Goal: By the end of the activity the students (teacher trainees) should be able to create discourse-based activity.

Objectives: By the end of the activity the students should be able to name and explain the term discourse (spoken and written), they should be able to illustrate spoken discourse-based teaching on sample activity. While using age-related variables in the activity the students should be able to compare age-related spoken discourse and determine its characteristics to be able to create their own activity based on spoken discourse. The age-related characteristics could be formality X informality, abstract X concrete content, or memory (problems).

Materials: no

Procedure:

1. Students will be grouped and each group gets from the teacher the same sentence “What is the day today?”
2. Each group gets different age group – very young kids (pre-schoolers), young kids (primary school kids), young adults (lower secondary school and upper secondary school kids), adults (post-secondary (or tertiary) till 65), older adults (65+), and their task is to create a dialogue between two people, one from that given age group, one to be chosen, in which they incorporate the sentence “What is the day today?”
3. They perform the dialogue in front of the class and the students should be able to guess who (how old) the people involved in the spoken discourse are.
4. The dialogues will be compared – similarities and differences and the conclusion will be drawn as far as the typical characteristic traits of a spoken discourse age-related variables. (+ typical characteristic traits of a certain age group – loss of memory in older age, no track of time among pre-schoolers, etc.)
5. The term discourse will be explained as situation-based communication.
6. The students will be encouraged to come up with their own situation-based differences. They should be able to illustrate age-related variables, but they could also analyse gender-based, hierarchy-based etc. variables.
7. The students should create their own age-related variable incorporated discourse-based activity.

B.1.6. Teaching skills - listening and speaking

Goal: By the end of the activity the students should be able to create an activity/exercise aimed at the development of listening and speaking skills.

Objectives: By the end of the activity the students should be able to define, describe, summarize, paraphrase and explain the communication process (sender coding – message coded – recipient decoding). The students should be able to perform a communication activity (involving active listening, showing empathy, “fair” taking turns, etc.) They should be able to criticise meaningless drill activities and create meaningful communicative activities based on real-life situations. The age-related characteristics are e.g. the extent of listening and speaking strategies

development (politeness, communication procedure, cultural differences in communication, negotiation abilities, logical and cohesive argumentation, etc. – developed to a certain extent by young adults, but mainly by adults and older adults, the ability to proceed information that is not being said (from body language, facial expression – all age-groups, from context, life-long experience, world and personal knowledge – again to a certain extent young adults, but mainly adults and older adults), the language level, etc.

Materials: cards with pictures

Procedure:

1. The teacher says: “I am a teacher. Repeat after me!” The students repeat. The teacher says the same sentence three more times and three more times the students repeat.
2. The students identify the activity/exercise as meaningless drill activity (guided activity).
3. The teacher says: “I am a teacher. You are students. She is a student. He is a student.” The students rephrase the sentences: I am a student. You are a teacher. She is a student. He is a student.”
4. The students identify the activity/exercise as a meaningful drill guided activity reflecting the real situation – “the sentences are true”).
5. The teacher says: “I am a teacher. Who are you?” The students answer “I am a student”.
6. The students identify the activity/exercise as a meaningful communicative semi-guided activity.
7. The students brainstorm what the term “free-speaking/communicative activity” could mean by contrasting the two sub-activities above, and predicting. The class applies the students’ definition and performs one chosen free activity. (The students need to assess their choices and choose to model a free speaking/communicative activity)
8. The teacher starts a game “Find”. The class should pretend that they are very young learners. The teacher shows two cards, one with a pink pig and the second with a black bird. He/She says: “This is pink and this is black” and points to the respective picture. He/She puts the cards on his desk face down and asks one student to come by saying “Find pink”. The student turns the card – “No, this is black.”, the student repeats. Another student comes and

turns the card – “Yes, this is pink”, the student repeats, the class repeats. (work with a limited vocabulary, multisensory task using concrete objects from real life)

9. The teacher asks the students to pretend they are young learners. The teacher shows five cards: “This is a pink pig. This is a black bird. This is a yellow flower. This is a green frog. This is a brown dog.” Then he/she does the same as in 8, only this time he/she asks: “Find a pink pig.” The answer goes “No, this is not a pink pig. This is a black bird. – Yes, this is a pink pig.” (the language level is increased, but still, multisensory task using concrete objects from real life).

10. The teacher asks the students to pretend they are young adults. The teacher shows the same five cards as in 9 and says: “Find something that is not an animal.” The cards are not turned face down and the student only points to the picture and answers: “The yellow flower in this picture is not an animal.” Then the students create his/her own “Find something” version. (the language level is increased, the students do not have to physically come to the picture, touch the picture – they can work with abstract “distance” objects, they are able to categorize the objects and use analogy and parallel for creating their own “Find something” version.)

11. The students should discuss the necessary modifications to the activity for their age-group (adults) and apply the age-related characteristics to perform a “Find...” activity for their peers (e.g. Find someone who, Find three people who can/cannot, Find out who I am, etc.)

12. As a home assignment, the students should plan a communication activity aimed at older adults (in this they would be encouraged to use clichés and create e.g. a dialogue between two old people using the sentence Find... or I cannot find ... as a prompt.)

B.1.7. Teaching skills – reading and writing

Goal: By the end of the activity the students should be able to create an activity/exercise aimed at developing reading and writing skills.

Objectives: By the end of the activity the students should be able to identify written discourse (text) specifics for a certain age-group. They should be able to give examples of reading materials appropriate for a certain age-group and use these materials in their reading and writing activities/exercises. They should be able to differentiate the materials and choose those that suit best their learners’ needs. Subsequently, the students should be able to compose their own

represents teachers of young adults, the third group represents teachers of adults and older adults. The students identify the characteristics of a text that make the text more appropriate for this or that age again, they discuss what symbols to use for what word/phrase, they choose words/phrases to be replaced by symbols they have agreed on, they rewrite (modify) the text into the symbols.

6. The students who were out of the classroom represent a very young or young learner, a young adult learner, an adult or older adult learner and they seek the group with a text most appropriate for them. Their choice is discussed.
7. As a home assignment, the students should write a “secret message”/a text in symbols for someone in their class. (The messages (not offending or harming) can be handed over anonymously to a box as this could help to improve classroom relationships.)

B.1.8. Use of authentic materials

Goal: By the end of the activity the students should be able to use authentic materials in their teaching and modify them if necessary to the needs of their learners.

Objectives: By the end of the activity the students should recognize an authentic text and use authentic texts in their teaching. The students should be able to compare an authentic text with adjusted texts (be it enhanced or simplified) and discuss the advantages and disadvantages of using authentic texts in their classroom. The students should be able to critically evaluate and assess the authentic texts and choose such texts that best suit their learners, and if necessary the students should be able to modify the authentic texts. The age-related characteristics could be the level evaluation (CEFR level as well as learning developmental level), content evaluation (appropriateness for the age-group), form evaluation (use of visuals, extras, etc.)

Materials: authentic materials + adjusted materials from tabloids, broadsheets, fiction and non-fiction books, blogs, magazines, leaflets, tickets, posters, etc.

Procedure:

1. The students will be asked to bring to the classroom a sample authentic text from different sources and different genres (the teacher can make sure by giving the students list of authentic material sources and distributing the items to the individual learners).
2. With sample authentic texts at hand, the learners will be asked to put the texts on one desk, label their texts and describe their text to their peers.
3. The students compare the authentic texts, discuss their characteristics and categorize them as far as the target age-group is concerned. The students predict the situations in which authentic texts and adjusted texts are used within the classroom and discuss the advantages and disadvantages of using authentic texts in their teaching.
4. The students are divided into groups and every group gets a category of authentic texts to work with. Within the group they list the text characteristics, they discuss and summarize the age-related characteristics, they predict the necessary changes to the texts to better suit the needs of the age-group, they simplify the texts to modify them and to create lexically, grammatically or topically adjusted texts, or they enhance the texts and discuss the advantages or disadvantages of authentic and adjusted texts in the classroom again – this time based only on their category.
5. The group describes their category to the class, they demonstrate the authentic text characteristics in relation to the target age-group and defend either the text as it is or the necessary changes to be done to the text (simplifying or enhancing) to generate a text that is more suited to the target age-group needs.
6. The students summarize, paraphrase, assess and evaluate the findings in the class so that everyone should subsequently be able to judge the appropriateness of an authentic text/adjusted text in the classroom, to critically think about the level, content, the form of the texts, and to modify the texts if necessary in relation with the taught age-group.

B.1.9. Use of technology

Goal: By the end of the activity students should be able to compose an on-line activity.

Objectives: By the end of the activity students should be able to list difference on-line tools (tools for distance learning, EFL apps, ICT (Information Communications Technology) tools in general, etc.) that could be used for EFL teaching. The students should be able to give an

example of an EFL webpage of good quality or describe other tools (YouTube, Skype for Education, Minecraft Edu, blogs/vlogs, etc.) that could be used in EFL classroom as well. The students should be able to critically analyse, assess and evaluate the ICT tools and to choose from them. By the end of the activity, students should be able to compose their own on-line activity. The age-related characteristics could be “technology-natives” X “technology-immigrants” (younger generations (even very young EFL learners) computer savvy X some older adults struggling with technology), digital citizenship awareness, or level/content/form adjustment.

Materials: internet (Kahoot, Quizlet, Topquiz, Learningapps, Mystery Skype (Skype for Education), YouTube, Minecraft Edu, Google Meet/Classroom/Form/Docs, Microsoft Teams, Hangouts, WhatsApp, etc.), PC lab (PC for every student), board/whiteboard/blackboard + marker

Procedure:

1. The students should list ICT tools suitable for EFL classroom. The teacher writes the tools on the board.
2. The students describe and explain the use of the ICT tools listed for everyone to know.
3. The teacher writes other ICT tools and the students predict their function (guessing and drawing on personal and general knowledge (comparing and contrasting)).
4. The students compare the tools and discuss their appropriateness in the EFL classroom of different ages, then choose one tool to work with further.
5. Let's say the students have chosen Kahoot. The teacher outlines the work with Kahoot and illustrates how to use Kahoot by performing a quiz/game.
6. The teacher composes in front of students a new Kahoot quiz/game so that subsequently the students will be able to create their own (either using a template or without).
7. The teacher divides the students into groups, each group is given one age-group (very young learners-pre-schoolers, young learners-primary school kids, young adult learners-pre-teen and teen-age learners, adult learners (post-secondary (or tertiary) till 65) and older adult learners (65+) and their task is to create a Kahoot quiz/game for the given age group. The students identify the age-related characteristics connected to the online “world”. They should be able to illustrate on their previous experience problematic areas of online work

(cyberbullying, online sexual harassment, plagiarism, change in communication strategies, the perception of privacy, digital literacy, etc.) and “match” these problems to the age group. They discuss how to overcome online work problems and how to use IC technologies for the given age-group appropriately. They determine their procedure and plan questions to generate the quiz later on.

8. The students build a Kahoot quiz/game for the given age group (still group work).
9. The students play the games of their peers, define the age-related variables, summarize and describe them in the classroom, they compare the findings to the target age group of their study program (be it Teaching EFL for lower secondary or Teaching EFL for upper secondary schools), i.e. young adults become a reference group for contrasting. They determine yet again the characteristics of that age-group and as a home assignment, they design a Kahoot quiz/game for this age.

B.1.10. Testing

Goal: By the end of the activity the students should be able to create a test.

Objectives: By the end of the activity the students should be able to list various activities/exercises that could be used in a test like e.g. gap-filling, ordering, categorizing, matching, multiple-choice, transformation, substitution (+ substitution table), true-false, definition, word-formation, cloze, open questions, error correction, do and say (TPR), completion, or paraphrase. The students should be able to give examples of these activities, i.e. demonstrate or model these activities. They should be able to compare the activities and judge them to choose the most suitable ones for creating a test for a certain age-group. The age-related characteristics incorporated could be

Materials: cards with different activities/exercises (gap-filling, ordering, categorizing, matching, multiple-choice, transformation, substitution (+ substitution table), true-false, definition, word-formation, cloze, open questions, error correction, do and say (TPR), completion, and paraphrase) and cards with the names (terms) for the activities/exercises, board/whiteboard/blackboard + blue tack, PC or mobile phone for every student, or pair of students.

Procedure:

1. The students brainstorm and make a list of different types of activities/exercises that could be used for testing. Whenever a student says an activity/exercise from the list above (see Objectives/Materials), the teacher sticks the term to the board/whiteboard/blackboard.
2. The teacher sticks the terms not mentioned in 1 and the students either describe or predict their structure, procedure and layout.
3. The teacher hands over cards with activities/exercises. Each student or pair is given a different term. The student/the pair reads the card, recognizes the activity, classify the activity, categorize the activity and choose the appropriate term for the activity from those on the board/whiteboard/blackboard. The students discuss the activities, their advantages and disadvantages.
4. The teacher chooses a multiple-choice. He/she has created a list of vocabulary items ranging from A1 to C2 level. The students should be able to identify which vocabulary item belongs to which level according to the CEFR or find that information in a dictionary (it is a common part of monolingual dictionaries like Oxford or Cambridge dictionaries).
5. The students group the vocabulary items according to the level.
6. The teacher divides the class into three groups, one represents very young and young learners, the second represents young adult learners, and the last one represents adults and older adults. The vocabulary items are distributed as A1 – very young and young learners, A2 – young adults, B1-B2 adults and older adults.
7. The groups recognize, discuss and decide what semantisation techniques (for more see the Activity 2) are most appropriate according to the age-group they represent.
8. The students in the groups apply the age-related variables into creating a multiple-choice containing the given set of vocabulary items and using the semantisation techniques most suitable for the age group.
9. The groups perform their activities/exercises and the rest of the class “acts out” their age-group. (The activity/exercise can go as follows: the group of “teachers” of very young and young learner are given words: a chair, a table, a book and a pen. They draw pictures of these objects and place them all firstly to a chair, then to a table, then on a book and then next to a pen. The group says: This is a chair, this is a table, this is a book, this is a pen – i.e. “offering” the multiple-choice. The other students should choose from that multiple-choice (very young learners would just put the correct picture to the correct object and the teacher would say the sentences, young learners would repeat the structure that refers to the object.)

B.1.11. Error correction, assessment and giving feedback

Error correction, assessment and giving feedback is such a complex topic that we are leaving the age-related variables in this area open for further discussion.

B.2. Needs Analysis and Feedback to Suggestions

The empirical part of the text is concluded by a Needs Analysis Survey and Feedback to Suggestions (see above) carried out in 2020 among EFL teacher trainees at Technical University Liberec. The students of chosen subjects: Academic Reading and Forms and Techniques of Communication – BA program, and EFL methodology for primary school teachers and EFL methodology for lower secondary school teachers – MA program, were asked to fulfil the following online survey (posted on MOODLE as a facultative assignment within distance learning and through Survio, see Appendix):

B.2.1. Survey questions (a questionnaire)

1. I study (choose the option applicable for you):

- a) English for Education (BA program)*
- b) Teaching at primary school (MA program)*
- c) Teaching English at lower secondary school (MA program)*

2. Apart from teaching placement that is (will be) a part of your study program, do you have any teaching experience? Choose the appropriate answer for you)

a) yes, I teach full-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other)/older adult EFL courses (University of the Third Age/senior centres/other)

b) yes, I teach part-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other)/older adult EFL courses (University of the Third Age/senior centres/other)

c) yes, but I have a teaching experience only from EFL summer camps/individual tutoring/other)

d) no, I do not have any other teaching experience than the one provided by the university. (SKIP TO THE QUESTION NUMBER 7).

3. How long have you been teaching? (If you have answered 1 a-c)

a) 0-2 years

b) 3-5 years

c) longer than 5 years

4. Where have you been teaching? (If you have answered 1a-b)

a) kindergarten (or any other pre-school center)

b) primary school

c) lower secondary school

d) secondary school

e) adult EFL courses

f) older adult EFL courses

5. If you have answered 1a-c, is your teaching experience related to the same age group you study for? (I.E. I study primary school education and I have experience in lower secondary school kids tutoring, then my answer will be no.)

a) yes

b) no

c) I have teaching experience with my target group as well as with other age-group/groups.

6. If you have answered 4c, what is the other age-group. Choose (you can choose more than one age-group):

a) very young EFL learner (pre-schoolers)

b) young EFL learner (primary school kids)

c) young adult EFL learner (pre-teen, lower secondary school kids)

d) young adult EFL learner (teen, secondary school students)

e) adult EFL learner

f) older adult EFL learner

7. Do you feel that age-related variables are discussed in your study program enough?

a) yes

b) no

8. If you answered 7-yes, do you feel trained/prepared to teach EFL to all age-groups?

a) yes

b) yes, with exception of(write the age-group(s) you feel you are not trained/prepared to work with)

c) no

9) Could the activities above help you to feel trained/prepared to teach EFL to all age-groups?

a) yes

b) no

10) Write your constructive feedback (stating positives and suggesting different course of action for the negatives) to either one/more of the activities above, or to all activities above.

11) Add comments to age-related variables EFL teacher training.

B.2.2. Analysis of the survey (results)

In the following chapter, the survey is analyzed, commented and results and conclusions are drawn.

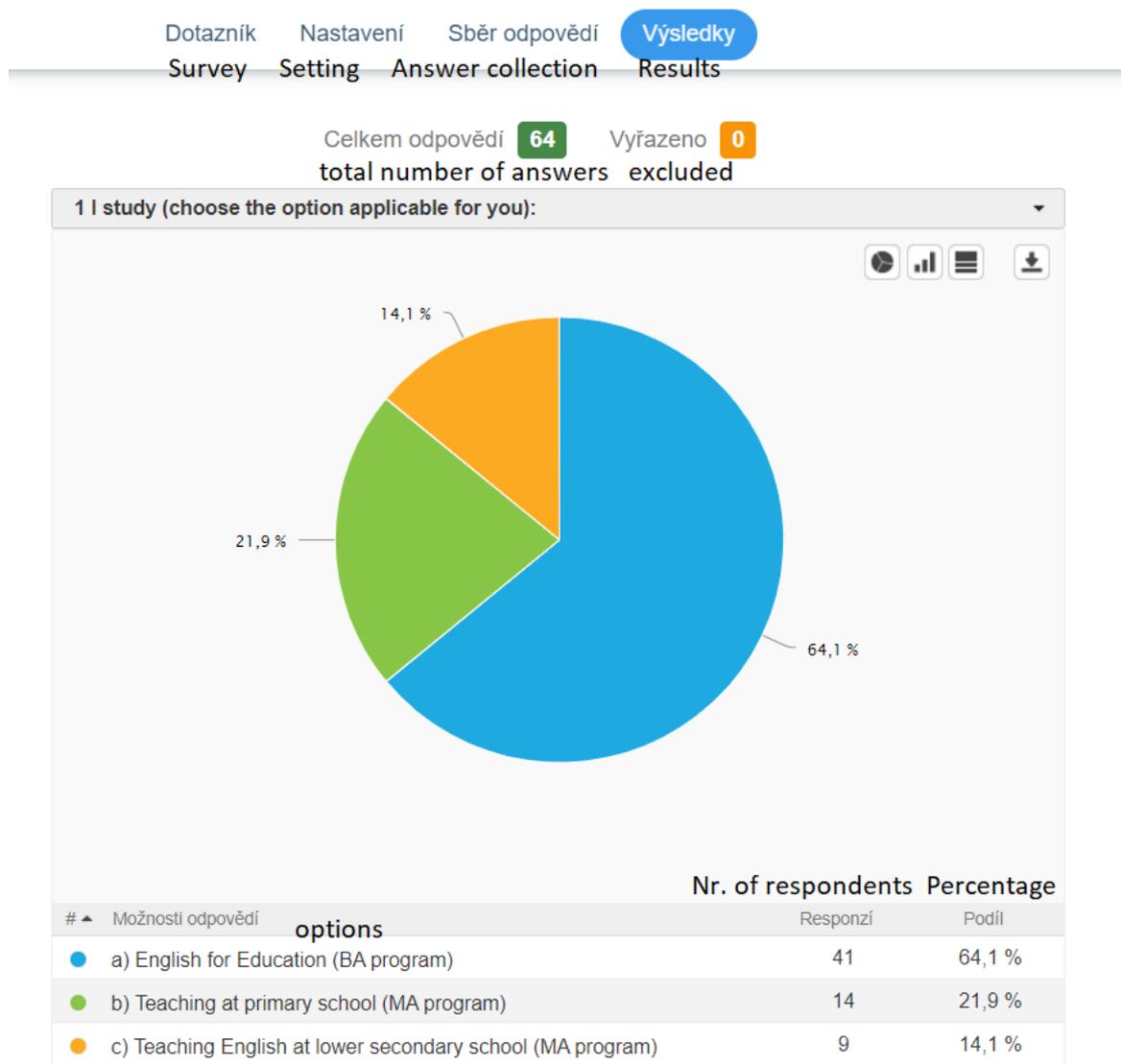
As mentioned above the answers were collected through various channels, therefore there were subsequently manually copied into the Survio system (see <https://my.survio.com/A9X3P8A8E6A2T3O2C6T5/data/index>). The graphs were adjusted in the painting program so that the English translation of Czech could be done.

B.2.2.1. Demographic analysis of respondents

The survey was conducted among students of English for Education 3-years bachelor program, Teaching at primary schools 5-years master program and Teaching English for lower secondary schools 2-years master program. The respondents of the survey were the students of the following subjects: Forms and techniques of communication – 27 students (BA program), Academic writing – 66 day-time students + 15 part-time students (BA program), and EFL methodology – 16 students (MA program Teaching at primary schools), 5 part-time students (MA program Teaching English for lower secondary schools) and 21 day-time students MA program Teaching English for lower secondary schools). All together the survey was conducted among 150 students, 64 answers were collected.

The percentage of individual respondent groups, i.e. bachelor program students (total number 108), 2-years master program students (total number 26) and 5-years master programs is shown in the following graph (total number 16).

Graph 5 Demographic analysis of respondents



33

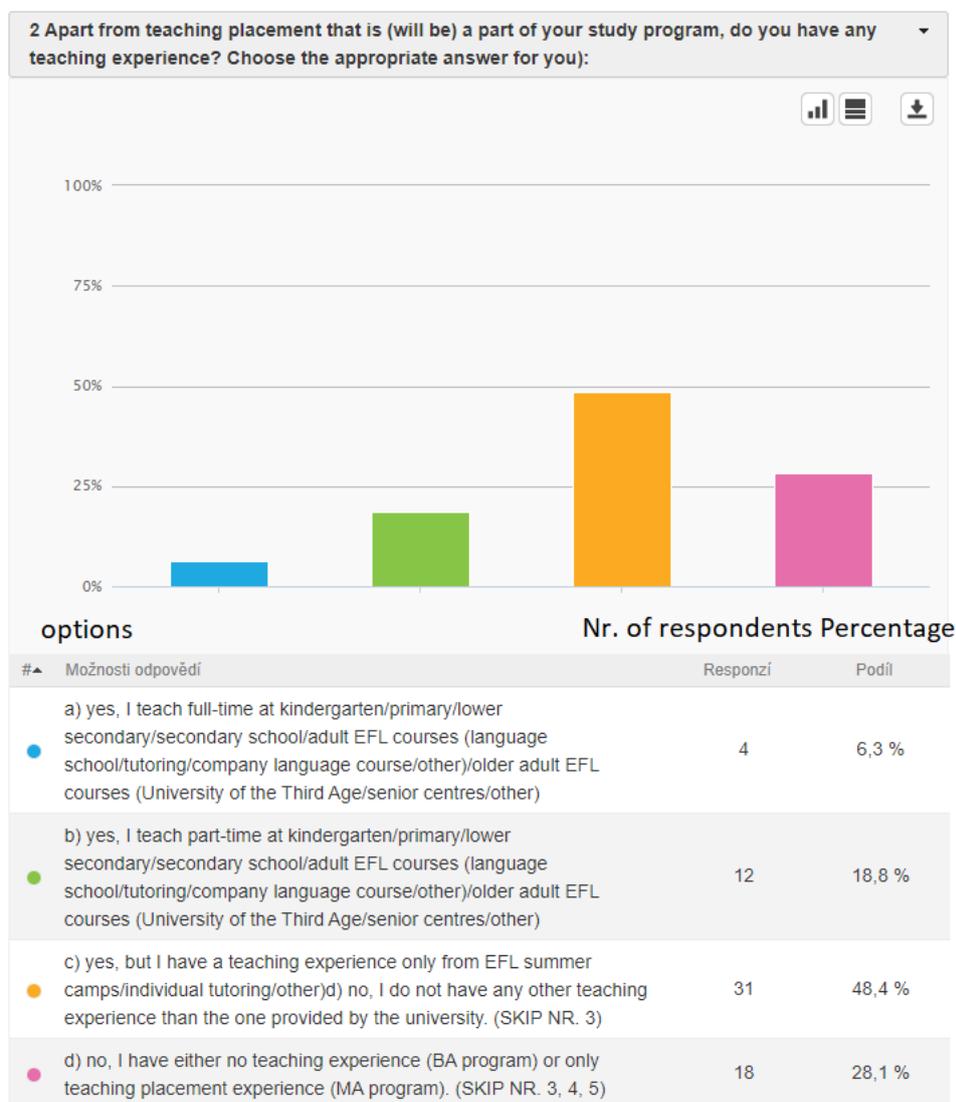
The greatest number of respondents being from the BA program, followed by students of the 5-year MA program and the lowest number of students in the 2-year MA program. In other words, ca 38 % of BA students took part in the survey, 87,5 % of 5-year MA program and only ca 34,5 % of 2-year MA program participated.

The next graphs show the students' experience with EFL teaching. As it was not the aim of the text to distinguish between individual groups of students or to compare their results but to gain

³³ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

overall picture about being/not being trained and prepared for teaching all age-groups, the graphs below always depict total numbers.

Graph 6 Previous or current teaching experience



34

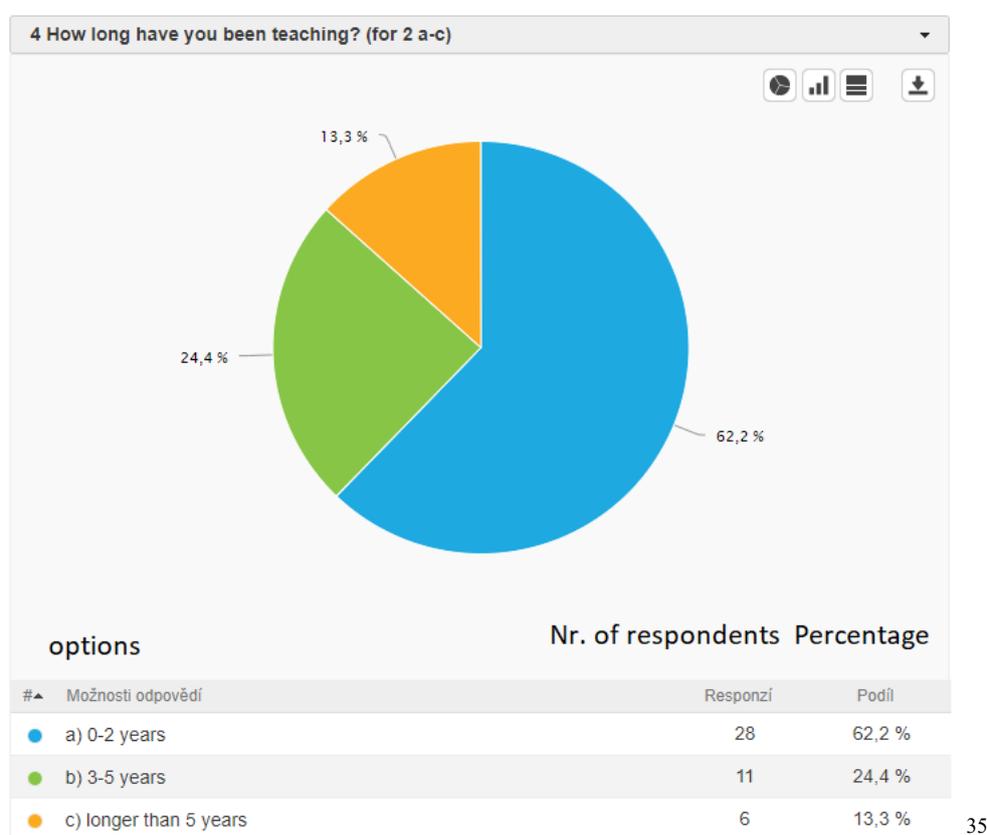
Because the students could have chosen one or more answers 65 answers were collected for the question about their previous or current teaching experience. The majority of students does have some teaching experience but not institutionalized or regular. The second greatest number of students do not have any teaching experience (this was also commented in feedback to

³⁴ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

Suggestions part – see below). Almost one fifth has part-time teaching experience and 6,3% of respondents are full-time teachers.

The number of years by those with at least some teaching experience differs greatly. In the graph that follows it is shown that students mostly start with their gaining of teaching experience, on the other hand, in comments one student declared to be full time teacher with 20 years of practice.

Graph 7 Years of teaching experience



Not every respondent answered the question about the total number of years of their teaching experience, 45 out of 64. Still, the majority has short (0-2 years) experience, 62,2 %, then 24,4 % declared 3-5 years long teaching experience. The respondents do not have usually longer than 5-year experience, only 13,3 %.

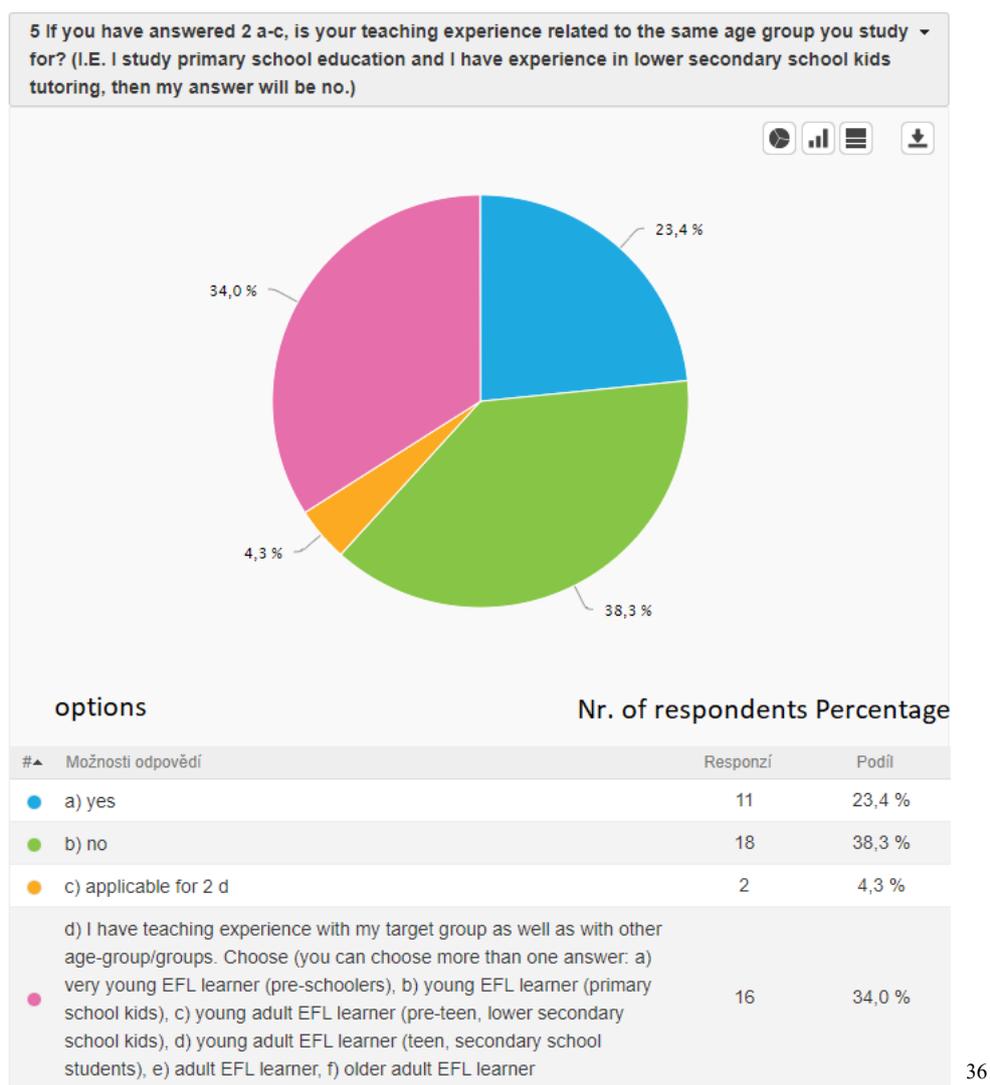
³⁵ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

B.2.2.2. Age-related variables in EFL teaching and teacher training

To find out whether the respondents' teaching experience is or is not related to the age group their study is predesigned for the following question was asked: "If you have answered 2 a-c, is your teaching experience related to the same age group you study for? (I.E. I study primary school education and I have experience in lower secondary school kids tutoring, then my answer will be no.)" In other words, all respondents with at least some teaching experience should have answered the question.

47 respondents answered that they have some teaching experience (see Graph 6 Previous or current teaching experience) and 45 contributed to this part of the survey (2 declared again that they do not have any teaching experience – see below in the Graph 8 Teaching experience with different age groups).

Graph 8 Teaching experience with different age groups



36

The majority of students declared that they have teaching experience with a different age group than the one their study program is targeted at, 38,3%. This fact is quite surprising and would be interesting to research into greater details (motivation to study this particular program, opportunities to teach a particular age group, etc.).

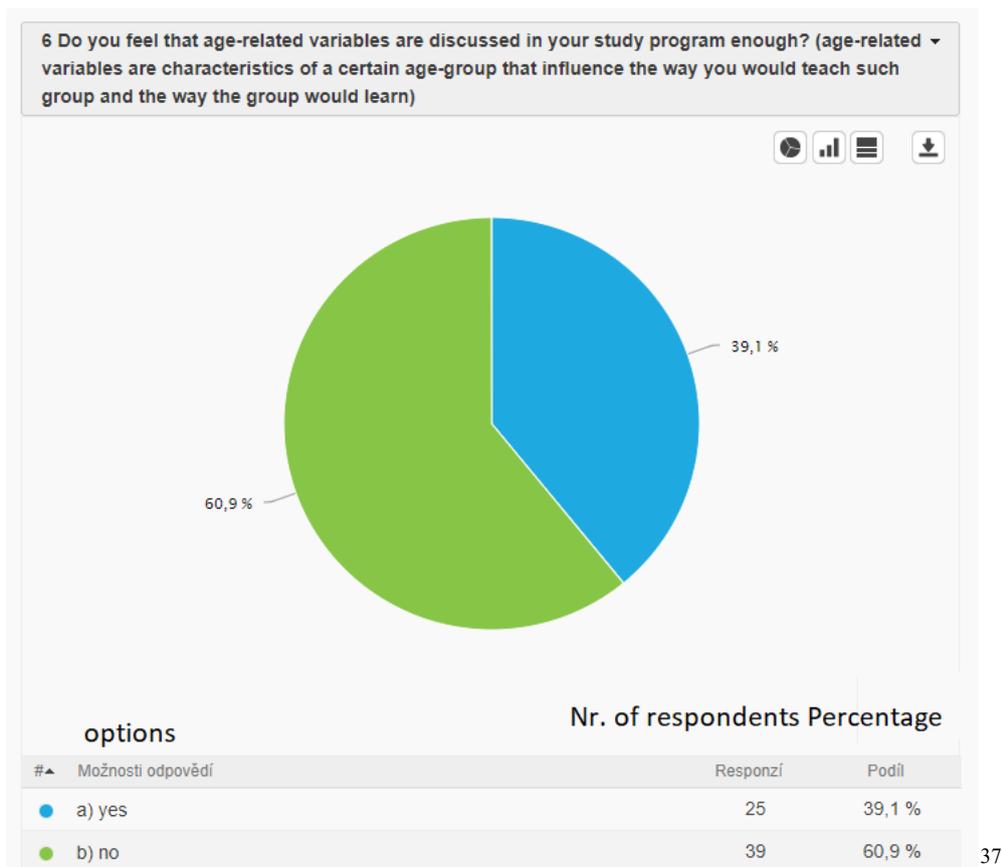
The second biggest group has experience with the group their study program is aimed at as well as with another age group, 34 %.

³⁶ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

The lowest number of students, 23,4 %, have teaching experience with the same age group they are studying to teach, and are trained for in their teacher training.

Whether age-related variables are or are not a part of current teacher training programs was subsequently researched. The graph that follows shows the perception of students.

Graph 9 Age-related variables in current teacher training



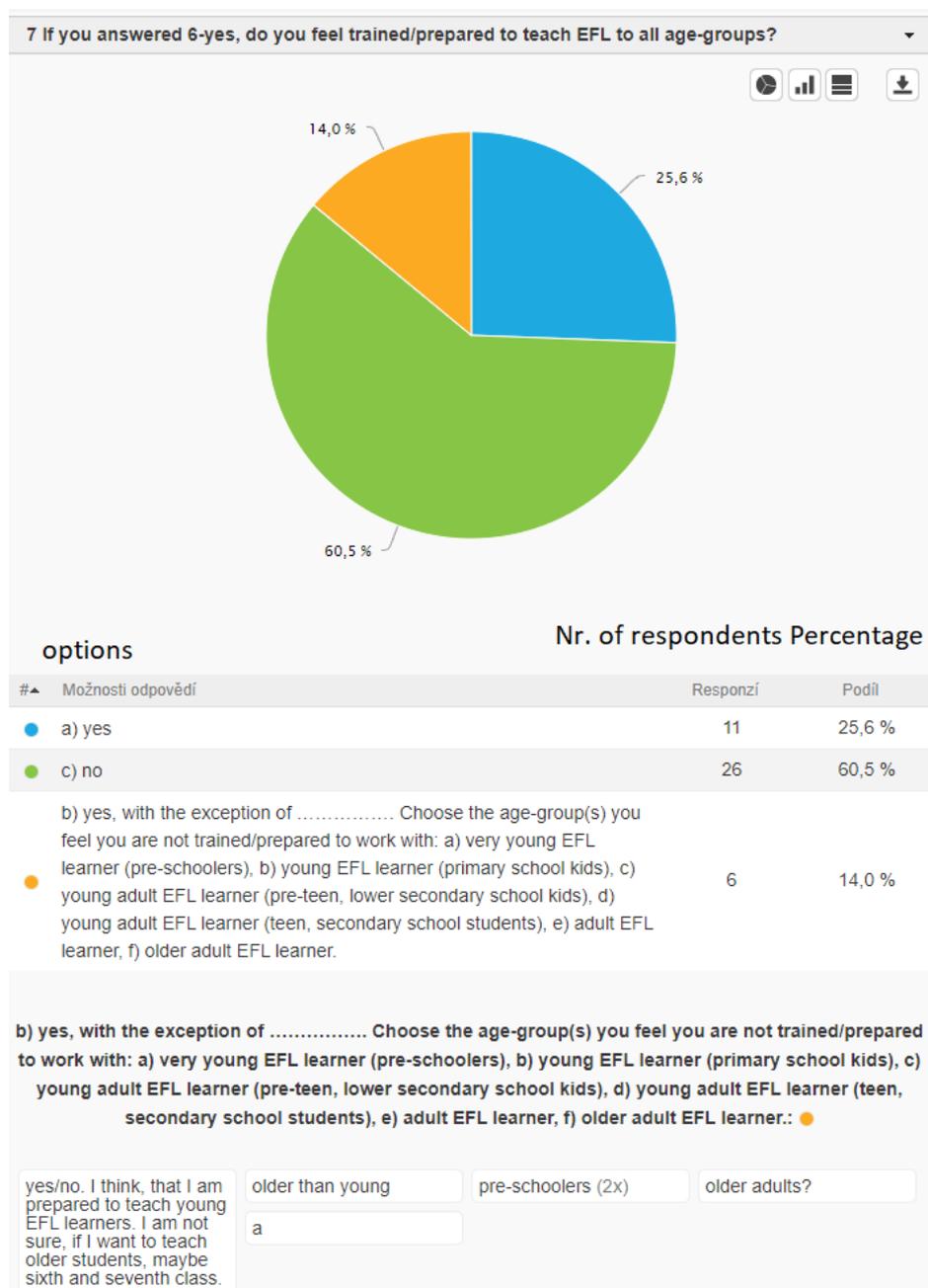
The graph clearly shows that age-related variables are not discussed as they should be. Only 39,1 % feel that the topic is already incorporated into their study program. The majority feels otherwise.

³⁷ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

The author is of that opinion that the topic belongs to the BA program as well as the MA program. The BA program should prepare teachers of any age group, the MA programs are targeted but their training could be put into a comparison of age groups so that if they end up teaching a different age group than the one their study program was designed for, they are methodologically ready to do so.

Maybe the teacher trainees are of the same opinion because the majority declared that they do not feel trained/prepared for teaching all age groups, as shown in the Graph 10 Preparedness to teach all age groups.) As said above the majority of respondents do not feel trained/prepared for all age groups, on the other hand, one-quarter of respondents feels otherwise. 14 % feel quite prepared, however, they lack teacher training for some particular group, be it pre-schoolers, young adults, adults or older adults.

Graph 10 Preparedness to teach all age groups



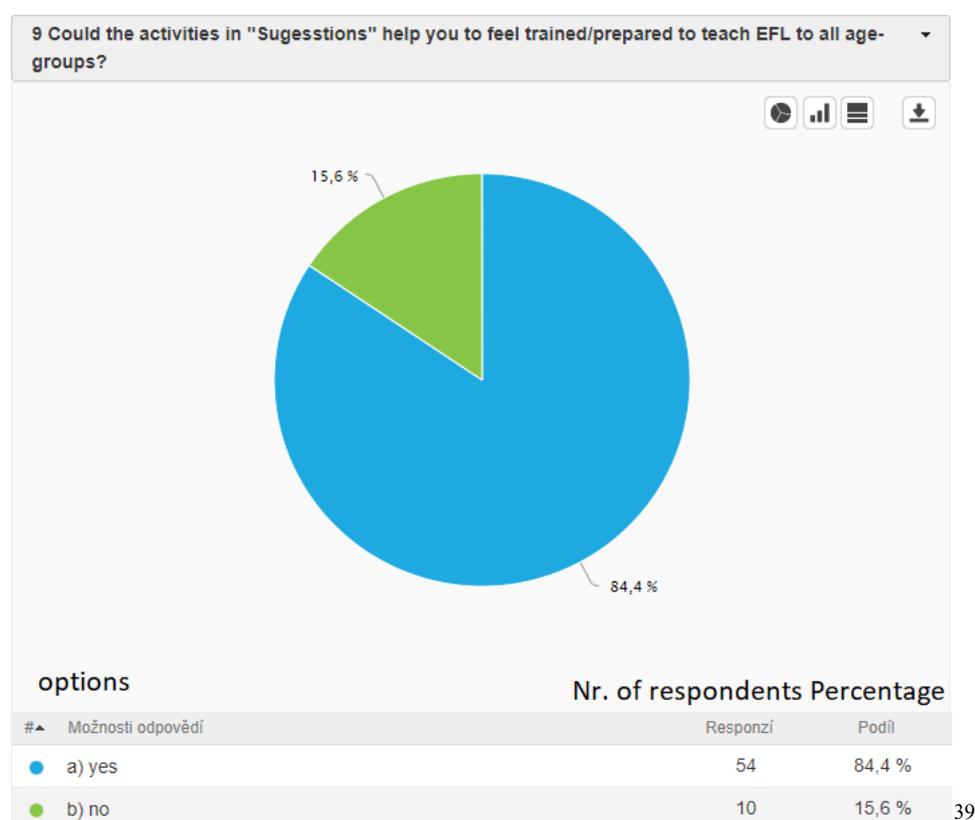
38

Nr. 8 question “Write your constructive feedback (stating positives and suggesting a different course of action for the negatives) to either one/more of the activities in the "Suggestions" attached, or to all activities in "Suggestions" was either left unanswered (34x) or the feedback did not have standards of good feedback (being helpful, constructive, stating positive aspects and negative aspects with suggestions for improvement offered, etc.). Students expressed their

³⁸ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

personal likes: “I think that all activities are very useful and I will use some of them in my profession in the future.“, particular activity likes “I like activity 6”, their dislikes “I must admit that the text is very chaotic“, or their personal insecurities “I feel like I cannot answer these questions appropriately because I have not had enough experience as a teacher, per se.” Therefore, no general conclusion can be drawn. Nevertheless, they agreed (at least the majority of respondents, 84,4 %) that the Suggestions would help them to feel trained/prepared to teach all age groups, as opposite to 15,6 % respondents who felt Suggestions not useful, see Graph 11 Suggestions feedback.

Graph 11 Suggestions feedback



The last part of the survey was left to commentaries.

³⁹ Graph adapted and reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

Picture 7 Comments to the Survey

10 Add comments to age-related variables incorporating EFL teacher training.

xy	.	Yes, it might help me, but in different structure of the text, maybe with concrete text, so I can try it on my own...	No comments
Suggestions are very universal and are not related to any specific topic or interests, therefore they are suitable for all ages.	Připadá mi nedostatečně. Pokud se budoucí učitel nesetká s EFL v praxi, není to zcela ideální.	It is good we learn about different age-related variables in our training. I think it is good we talk about them now because if not, we will not be prepared for our future career. I think many of the approaches are useless though, since we will be teaching a class of students with almost the same level of English and mostly it will be their second language.	According to me, it is important to have positive influence on the children. It is a thin ice, though. They can easily misjudge you from a teacher to one of their peer. It is important to always be for them as a strong figure, but also as someone they can rely on.
I think that in our times it depends on textbooks in schools.	I cannot think of any comments right now.	I am curious if MA program will teach me more about it.	As far as I am concerned EFL training is a very important task which influences a candidate's future skill in teaching a L2.
It is very often overseen and underestimated to consider the teaching diff. according to learners age.	Děti začínají dospívat poměrně brzy. Prepubertální období se objevuje zcela běžně už u dětí 4. a 5. tříd. ráda bych věděla jak je "udržet na uzdě" při výuce.	From my point of view including teaching pronunciation into lessons is very important as it is mostly omitted by EFL teachers. Nevertheless, teaching grammar is necessary too as accuracy in terms of grammar is judging by me highly important in learning English as a L2.	It may be very difficult for students of teaching to teach and understand their students, so I think this will help a lot.
I think it would be useful to teach us HOW to teach. I feel prepared to teach at high school but one day I might be teaching adult people. I know there will be difference between teaching 17 years old and 40 years old people. I am glad that we are doing some activities that I might use in future in "my class".	Sorry, but I don't know, it's what I need to learn.	I like these types of web pages because I consider them useful. Especially for pupils or students who need to practice more than others. It is for free and there is explained the correct solution.	no (37x)
I am glad that we are doing some activities that I might use in future in "my class".	Our course in Spain teaches you a little bit about everything related to English, whether it be related to Literature or Linguistics. So, it does not specifically focus on one topic. However, once you reach your 3rd year you can choose between the two. In other words, the system compared to the one in the Czech Republic is very different. But, I feel that I have learnt a lot about more aspects of English. For example, how to write a good introductory paragraph, how I can improve my mistakes and (2x)	As I have never taught at a school I cannot give enough feedback. However, I would love to teach at secondary schools or to adults.	I think that all activities are very useful and I will use some of them in my profession in the future.
I like these types of web pages because I consider them useful. Especially for pupils or students who need to practice more than others. It is for free and there is explained the correct solution.	As teachers we always have to choose approaches suitable for the age group we teach and bear in mind not only the students' age but also their level of English and interests.		I am not studying for a particular age group yet. (I have been teaching a rather wide scope of age groups – 10-year-old kids but also adults 40+) (In my case - other questions are not relevant)
			list of does is always handy

40

Not many respondents added some comments, however, according to their semantic analysis (see Doulík 2008; Gulová, Šíp, 2013) we can say that

- a) Teacher trainees have some teaching experience see e.g. “I have been teaching a rather wide scope of age groups – 10-year-old kids but also adults 40+)
- b) Teacher trainees would like to have more practical teaching experience see e.g. “Unless the teacher does not meet EFL in praxis, it (the suggestions) are useless.

⁴⁰ Picture reprinted from survio.com, 2020 as based on research results, Koutská, for the purpose of this text

- c) Teacher trainees are thinking about their training – what is omitted, what are the differences in the systems, what is important see e.g. “EFL training is a very important task which influences a candidate’s future skill in teaching a L2”
- d) The topic of age-related variables is new/overseen now see e.g. “it’s what I need to learn”.
- e) Teacher trainees welcome extra materials for teaching see e.g. “list of does is always handy.” – although some perceived them as too general.

Conclusion

The research has shown that

- a) there is no systematic ELT training for pre-primary school children and the methodology support is limited (to be drawn from SLA research, bilingualism/multilingualism research, early childhood development research or young EFL/ESL learner teacher training materials.
- b) there is no systematic ELT training for adult (older adult) learner and the methodology support is limited (to be drawn from general EFL methodology, adult education research, memory/health/brain capacity in older age research etc.)

The contribution, however, tried not only to map expert literature on age-related characteristics within Teaching English, to map pre-service and in-service ELT training and to track age-related variables/differences in these programmes (and in the ELT/EFL/ESL research), but the text tried also to suggest activities involving age-related variables. These age-related variables incorporating activities could be included to ELT training programmes so that the teacher trainees would be introduced to teaching all the age groups and after profound research discussion, this attitude of undiscriminating any age-group in our ELT training could in the future lead to autonomous ELT training programmes: Teaching English at pre-primary education, Teaching English at primary education and Teaching English at adult (older adult) education.

The text suggested some other topics for further discussions, such as: “What are the age-related variables in error correction, assessment and giving feedback?” Or “Should current ELT training programmes be supplemented by Teaching English at pre-primary education, Teaching English at adult (older adult) education, and should the programme Teaching English at primary education be reopened?” or “Are the teachers of pre-primary/primary/adult EFL courses methodologically qualified/equipped for the job with current pre-service and in-service teacher training opportunities?” or the whole topic of in-service ELT training.

As stated in the text the answer to many questions raised is subjective, but the author thinks that we (as EFL teacher trainers) should be “open” to every age group, undiscriminating as far as

the age is concerned and really prepare our trainees/students for teaching English to everyone. The author is also of the opinion that universities should gradually overtake in-service ELT training and next to training teacher trainees the universities should train in-service teachers in age-related variables incorporating way.

The main research question asked were:

- Are teacher trainees in pre-service ELT training prepared for teaching different age-groups?

The sub-questions were:

- Are age-related variables incorporated into ELT training?
- Is EFL methodology targeted at every age group?
- Is Czech ELT training (pre-service or in-service) undiscriminating as far as age is concerned?

To sum up the answers:

The majority of the respondents/teacher trainees do not feel that age-related variables are discussed enough in their ELT training and do not feel prepared/trained to teach different age-groups.

To a certain extent, age-related variables are incorporated into ELT training but not enough. The EFL methodology is usually targeted at some specific age group (other age groups are used for comparison but not discussed separately).

Personally, the author of the text is of the opinion that Czech ELT training (pre-service and in-service) is very discriminating as far as age is concerned. This results in a great number of professionals teaching EFL to age groups they are not trained to teach, and what is worse for which they have no chance to get training for as there are no such specific ELT training courses e.g. for a teacher in older adult education, a teacher in adult education or for a teacher of pre-primary school kids.

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Appendix

Bloom's taxonomy – level common verbs

(for more see Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.)

creating	design, build, invent, create, compose, generate, modify, develop, plan
evaluating	choose, support, determine, defend, judge, assess, evaluate
analyzing	differentiate, categorize, analyze, compare, contrast, discuss, criticize, simplify
applying	predict, apply, solve, illustrate, use, demonstrate, model, perform
understanding	describe, explain, paraphrase, summarize, discuss, classify, give examples of
remembering	list, state, outline, define, name, match, identify, label, recognize

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The list of abbreviations

CEFR – Common European Framework of Reference for Languages

CZSO/ČSÚ – Czech Statistical Office

ELT – English Language Teaching

EFL – English as a Foreign Language

ESL – English as a Second Language

ICT – Information Communications Technology

MŠMT – Ministry of Education and Sport

OECD – Organisation for Economic Co-operation and Development

SLA – Second Language Acquisition

U3A – University of the Third Age

WHO – World Health Organisation

Needs Analysis and Feedback to Suggestions – MOODLE

age-related variables (mult) Iva Koutská Iva Koutská

1. I study (underline the option applicable for you):
{#1}
2. Apart from teaching placement that is (will be) a part of your study program, do you have any teaching experience?
{#2}
3. How long have you been teaching? (If you have answered 1 a-c)
{#3}
4. Where have you been teaching? (If you have answered 1a-b)
{#4}
5. If you have answered 1a-c, is your teaching experience related to the same age group you study for?
{#5}
6. If you have answered 4c, what is the other age-group. Choose (you can choose more than one age-group)
{#6}
7. Do you feel that age-related variables are discussed in your study program enough?
{#7}
8. If you answered 7-yes, do you feel trained/prepared to teach EFL to all age-groups?
{#8}
- 9) Could the activities above help you to feel trained/prepared to teach EFL to all age-groups?
{#9}
- 10) Write your constructive feedback (stating positives and suggesting different course of action for the negatives) to either one/more of the activities above, or to all activities above.
- 11) Add comments to age-related variables EFL teacher training.

age-variables (open questions) Iva Koutská Iva Koutská

1. I study (choose the option applicable for you):
 - a) English for Education (BA program)
 - b) Teaching at primary school (MA program)
 - c) Teaching English at lower secondary school (MA program)
2. Apart from teaching placement that is (will be) a part of your study program, do you have any teaching experience? Choose the appropriate answer for you:
 - a) yes, I teach full-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other)/older adult EFL courses (University of the T)
 - b) yes, I teach part-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other)/older adult EFL courses (University of the T)
 - c) yes, but I have a teaching experience only from EFL summer camps/individual tutoring/other
 - d) no, I do not have any other teaching experience than the one provided by the university. (SKIP TO THE QUESTION NUMBER 7).
3. How long have you been teaching? (If you have answered 1 a-c)
 - a) 0-2 years
 - b) 3-5 years
 - c) longer than 5 years
4. Where have you been teaching? (If you have answered 1a-b)
 - a) kindergarten (or any other pre-school center)
 - b) primary school
 - c) lower secondary school
 - d) secondary school
 - e) adult EFL courses
 - f) older adult EFL courses
5. If you have answered 1a-c, is your teaching experience related to the same age group you study for? (I.E. I study primary school education and I have experience in lower secondary school kids tutoring, ...)
 - a) yes
 - b) no
 - c) I have teaching experience with my target group as well as with other age-group/groups.
6. If you have answered 4c, what is the other age-group. Choose (you can choose more than one age-group):
 - a) very young EFL learner (pre-schoolers)
 - b) young EFL learner (primary school kids)
 - c) young adult EFL learner (pre-teen, lower secondary school kids)
 - d) young adult EFL learner (teen, secondary school students)
 - e) adult EFL learner
 - f) older adult EFL learner
7. Do you feel that age-related variables are discussed in your study program enough?
 - a) yes
 - b) no
8. If you answered 7-yes, do you feel trained/prepared to teach EFL to all age-groups?
 - a) yes
 - b) yes, with exception of (write the age-group(s) you feel you are not trained/prepared to work with)
 - c) no
- 9) Could the activities above help you to feel trained/prepared to teach EFL to all age-groups?
 - a) yes
 - b) no
- 10) Write your constructive feedback (stating positives and suggesting different course of action for the negatives) to either one/more of the activities above, or to all activities above.
- 11) Add comments to age-related variables EFL teacher training.

Needs Analysis and Feedback to Suggestions – Survio

1. I study (choose the option applicable for you):*
 Vyberte jednu odpověď

a) English for Education (BA program)

b) Teaching at primary school (MA program)

c) Teaching English at lower secondary school (MA program)

2. Apart from teaching placement that is (will be) a part of your study program, do you have any teaching experience? Choose the appropriate answer for you:*
 Vyberte jednu nebo více odpovědí

a) yes, I teach full-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other/older adult EFL courses (University of the Third Age/senior centres/other)

b) yes, I teach part-time at kindergarten/primary/lower secondary/secondary school/adult EFL courses (language school/tutoring/company language course/other/older adult EFL courses (University of the Third Age/senior centres/other)

c) yes, but I have a teaching experience only from EFL summer camps/individual tutoring/other/d) no, I do not have any other teaching experience than the one provided by the university. (SKIP TO THE QUESTION NUMBER 7).

3. How long have you been teaching? (If you have answered 1 a-c)*
 Vyberte jednu odpověď

a) 0-2 years

b) 3-5 years

c) longer than 5 years

4. Where have you been teaching? (If you have answered 1 a-b)*
 Vyberte jednu nebo více odpovědí

a) kindergarten (or any other pre-school center)

b) primary school

c) lower secondary school

d) secondary school

e) adult EFL courses

f) older adult EFL courses

g) other

5. If you have answered 1a-c, is your teaching experience related to the same age group you study for? (I.E. I study primary school education and I have experience in lower secondary school kids tutoring, then my answer will be no.)*
 Vyberte jednu odpověď

a) yes

b) no

c) I have teaching experience with my target group as well as with other age-group/groups.

6. If you have answered 4c, what is the other age-group? Choose (you can choose more than one age-group):*
 Vyberte jednu nebo více odpovědí

a) very young EFL learner (pre-schoolers)

b) young EFL learner (primary school kids)

c) young adult EFL learner (pre-teen, lower secondary school kids)

d) young adult EFL learner (teen, secondary school students)

e) adult EFL learner

f) older adult EFL learner

7. Do you feel that age-related variables are discussed in your study program enough?*
 Vyberte jednu odpověď

a) yes

b) no

Odpověď 3

8. If you answered 7-yes, do you feel trained/prepared to teach EFL to all age-groups?*
 Vyberte jednu odpověď

a) yes

b) yes, with exception of(write in 8a the age-group(s) you feel you are not trained/prepared to work with)

c) no

8a:

9. Write your constructive feedback (stating positives and suggesting different course of action for the negatives) to either one/more of the activities above, or to all activities above.*
 Napište jedno nebo více slov... 500

10. Add comments to age-related variables EFL teacher training.*
 Napište jedno nebo více slov... 500

11. Could the activities above help you to feel trained/prepared to teach EFL to all age-groups?*
 Vyberte jednu odpověď

a) yes

b) no