

Teaching English to adolescents

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ABSTRACT

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

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

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INTRODUCTION

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

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

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

CHAPTER ONE

Teaching English

1.1. Teaching – definition

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

1.2. Conventional Methods

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

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

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

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

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

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

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

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

1.3. Unconventional Methods

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

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

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

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

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

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

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

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

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

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

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

CHAPTER TWO

Characteristics of adolescents

2.1. Adolescents – general characterization

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

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

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

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

2.2. Adolescents as learners of English language

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

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

2.3. Learning styles and strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER THREE

Methods of Teaching and strategies of learning English to adolescents

3.1. The chosen methods for adolescents

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2. The most fruitful learning styles

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

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

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

3.3. The most fruitful learning strategies

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

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

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

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

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

CONCLUSIONS

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

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

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

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