



THE PECULIARITIES AND CHALLENGES WITH LEARNERS AGE DIVERSITY IN EFL STUDENT GROUPS

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ABSTRACT

This article is focused on determination of disputable issue weather the age diversity in EFL classes influence on proficiency and acquisition of the learners. Moreover, the aim of study is to identify the positive and negative sides of Age Diversity in English classes. The many aspects of diversity in education, with particular emphasis in this paper on English as a Foreign Language teaching and learning, are interesting subjects to study. The presence of diversity does not exist without challenges; therefore, the focus here in examines how diversity and its challenges are present in language, learner levels, culture, ethnicity, religion, attitude, and educational systems themselves in non-English speaking countries.

KEY WORDS: *factors, process, students, age, topic, diversity, system, method, research, level, gender, male, female, education.*

INTRODUCTION

Over many years, since humankind started educating, they have perceived many methods and approaches of teaching- learning process. Time by time, people changed some useless ways of teaching with more effective ones. Nowadays, teachers are well qualified and proficient so that except paying attention to methods and approaches they take into consideration other factors that may influence to teaching-learning process such as native language influence, age influence, gender influence, etc.

For my own work, I decided to choose the topic in which I mostly interested and personally experienced. English as a Foreign Language instructor worldwide often struggle to teach English to their foreign language-speaking students. This is due not only to linguistic diversity or differences, but also due to the diversity of the learner levels in the classroom, the ethnic, cultural and religious diversity present in classrooms, and the attitudes of the learners themselves regarding the necessity of learning English. There is also the matter of diversity in foreign education systems' biases in practice toward the assessment and promotion of students. Teachers do not only on the numerous challenges face the focus here, it also encompasses the pressure to achieve in English language, which is placed on foreign students, and at times creates a stressful classroom environment for them.

MATERIALS AND METHOD

In order to conduct this research various methods were used in this paper. Even though it was somewhat difficult to select the methods appropriate for

the current research, the researcher found some ways, which were effective for achieving the goal of this research. Firstly, there was an observation. Observations were held during the lessons. Next important method was need analysis of learners. Questionnaires were distributed to analyze the significant features of learners. Moreover, survey was held to identify the differences of different aged learners in acquisition process. It is very significant to point out that all methods used during the research completed each other, and helped to come to results and achieve the goal of the research work.

As a subject of the research, the author observed a group of learners studying in study center "West Mood", where he works. The students were selected according to the level of their proficiency at a target language. Subjects were both male and female, but they were not the same age, hence all of them had almost the same level of proficiency in a current language. Their native language was Uzbek. Before selecting them as a group, he has analyzed the needs of learners and their knowledge at a current sphere. All students are acknowledged with basic item of the language. The lessons have been being conducted three times a week afternoon. The center is located in Andijan. The lessons are conducted in a friendly atmosphere, using interactive method of learning English.

Below the information about the subjects of the target research is given. Overall, there are nine learners:

- 4 females and 5 males
- 5 adults and 4 teenagers
- all learners are Uzbeks



Information about the subjects

RESULTS AND DISCUSSIONS

The five-month teaching was important and reliable in testing the suggested hypothesis in practice. The next stage of the investigation was to interpret the collected data. Before making final decisions, the researcher thoroughly studied the results and questionnaire answers. According to questionnaires, it was obvious that all students were weak at speaking and lack at practicing what they have learnt. To examine the

role of age as a moderating factor in the FL acquisition, the researcher observed the subjects as two separate sub groups. As there were nine students of different age, it was valid to divide them into adults and teenagers. Comparing the expected learners' needs and actual needs that determined in the course, we could say that they are fitting each other. Overall, there were 30 items and the test was graded for 30 points. To see the blank sheet of Test look for:

Name	Age	Gender	Nationality
Gavhar	20	Female	Uzbek
Bekzod	20	Male	Uzbek
Husniddin	19	Male	Uzbek
Qozimjon	12	Male	Uzbek
Mominjon	12	Male	Uzbek
Madina	17	Female	Uzbek
Umida	15	Female	Uzbek
Anvar	26	Male	Uzbek
Shohista	22	Female	Uzbek



Name	The scores (Out of 30)	Percentage of scores (Converted into 100 points)
Gavhar	23	76%
Bekzod	27	90%
Husniddin	20	66%
Qozimjon	18	63%
Mominjon	22	73%
Madina	27	90%
Umida	22	73%
Anvar	23	76%
Shohista	25	84%

In the Table above, the graphic representation of data about the scores that the subjects got on the Test is presented. Considering the fact that the test was designed for starters of language practicing, we can observe that subjects managed the test quite satisfactory.

CONCLUSION

The whole period of conducting the research has helped me realize that teaching language is ongoing and challenging process. It requires a teacher to constantly work on her/himself, get abreast of every innovation in the field of linguistic methodology and bring every new method into the classroom by thoroughly selecting the most effective and the most productive ones. Similarly, selecting and adapting course materials is a decisive step in designing a language course. The target research is my first official investigation paper conducted by me as a young beginning EFL teacher. It gave me the confidence to experiment with any method of language teaching in my language classes and not to be afraid to make ongoing corrections and changes when needed.

Through the research, I tried to act according to the research plan constructed by me beforehand. However, anyways, some factors made me periodically get off the track. Those were insufficient amount of time. Nevertheless, I was lucky that I worked with such obedient and supporting students. I would like to thank them and the head of the study center West Mood for helping me to do this research.

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