THE DIFFERENCE IN AGE GROUPS DURING LEARNING A LANGUAGE AS A SECOND LANGUAGE

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ABSTRACT

In this article describes that two different age groups in a learning zone and discusses benefits and difficulties while learning language. In addition, solution is given by author.

Key words: Vocabulary, comprehension, imitation, morphology, lexicology, sociocultural activities.

The difference in age groups during learning a language as a second language has been analyzed until now and their differences from each other have been shown. According to Munoz (2019), when learning new words, younger learners memorize faster than older learners, but older learners have a larger vocabulary size than younger learners and the words they memorized are based on to compare previous learning and they can better use them in their speech by connecting them with the words which they have learned.

Primary schoolers (7-10)

Benefits:

✓ Being better at learning new vocabulary;

✓ Active participation in the lesson;

✓ Better listening comprehension and imitation (usually they can learn quickly and easily by listening);

✓ Trouble-free in their life (everything is supported for them to learn language by their parents).

Challenges:

✓ Lack of time for learning (this type of school-aged students have to learn many subjects, so lack of time can be a problem for them;

✓ Do not have their own opinion and lack of self-confident (they usually rely on the opinion of other people);

✓ Having problems working in groups during the lesson;

✓ The affective filter is higher. According to Krashen (1985), suggests that second language learners experience a variety of obstacles to successful acquisition.

High schoolers (16-19)

Benefits:

✓ Enough knowledge of morphology and lexicology;

✓ Motivated enough. (They have their own purposes to learn language such as: education or work)

✓ Facilitate language learning process due to their experience to solve problems.

Challenges;

✓ Less time for education, involved more in sociocultural activities;

✓ Having various barriers to successful learning especially to communicate with people in a language that is being learnt.

Two aspects of language that should be taught:

1. **Orthography (spelling);**

2. **Syntax (grammar).**

Orthography is one of the main subjects to be taught. Learners have many problems with spelling. **Syntax** is also a key aspect in teaching learners. Usually they make many grammatical mistakes in their speech and writing. Some grammatical mistakes can lead to change of content and cause difficulties for the listener to understand.

Benefits of learning these aspects by high schoolers and primary schoolers;

According to Munoz (2019), in teaching a language as a second language, early and easy methods should be learned by the teacher. **Higher schoolers** have almost no difficulties in learning orthography, especially spelling. One of the main reasons for this is that most of them are equipped with technical gadgets and can easily find the meaning of words and listen to their pronunciation. Furthermore, when learning syntax, they have enough knowledge of the grammatical rules of their own language and can easily learn by relating it to the grammar of the target language.

This target goal can be achieved by teaching spelling rules and correct spelling as well as grammar to **middle schoolers** through games. To clarify, fun and interactive games are more appropriate for their age. According to Munoz (2019), Young learners are considered to be better at learning the language than others, but the ultimate success is excluded.

Challenges of learning these aspects by high schoolers and primary schoolers;

Despite the high schoolers' confidence in applying the learned rules in their speech, the presence of a language barrier may reduce the effectiveness of the subject. This is because any learned rule is likely to be forgotten if not activated by using it in speech.

The main difficulty for middle schoolers is learning grammar rules because their language grammar and the grammar rules they are learning are different from each other, and difficulties may arise due to the fact that they do not have enough knowledge of the grammar rules of their own language.

Teaching philosophy

I believe that motivation is the most important thing when teaching a language, because when a learner has enough motivation, he will have self-confidence. This is an effective way to learn both languages easily and quickly.

In addition, interesting and interactive games should be used to explain the topic in the course of the lesson, regardless of the age of the learner. One of the main

requirements is that the chosen game should match their age and interests. In particular, when the syntax section is taught, additional tests and tasks should be given to reinforce the rules, so that the learned topic is remembered for both types of learners. According to Georgette Loup et al (1994), to further confirm the learner's comprehension of grammatical rules, further tasks and tests are required.

In teaching spelling rules to middle schoolers, it is effective to teach mainly through the words taught. The teacher tells the students the meaning of the learned words, and the students write down this word and show it to the teacher. The teacher asks the students to write that word on the board in turn and the rest of the students have to spell the said word. This way they learn the subject more effectively. When teaching grammar to all types of students, I always link the lesson to speaking skills. Learners try to communicate using the rules they have learned, and to increase their self-confidence, the topics they choose to talk about are chosen according to their age and language level. When they do, they can improve their retention by applying the rules they have learned in their speech. I try to use modern pedagogical techniques in the course of the lesson, because the use of modern techniques helps students to increase their interest. In addition, I use CBT/TBL and natural approach methodologies during the lesson.

At the end of the lesson, students will be able to use the information they have learned in their speech and achieve their target objectives of the lesson.

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