

EFFECTIVE STRATEGIES FOR TEACHING ENGLISH:
FOCUSING ON STUDENT NEEDSЕФЕКТИВНІ СТРАТЕГІЇ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ,
СПРЯМОВАНІ НА ПОТРЕБИ СТУДЕНТІВ

Teaching English as a Second Language (ESL) or Foreign Language (EFL) requires more than following a textbook. It involves understanding the different needs of students, which can vary based on age, culture, language ability, learning styles, and personal goals. This article explores the importance of recognizing and addressing these needs to improve learning and student engagement.

Research shows that when lessons are tailored to students' specific goals, they are more motivated and learn better. For example, academic students may focus on reading and writing skills, while those learning English for everyday conversation may need speaking and listening practice. Experts like Richards and Rodgers and Hutchinson and Waters suggest that teaching based on student goals makes learning more relevant. Motivation, whether from personal interest or external rewards, also plays a big role in how students engage with lessons, as explained by Dörnyei. The article outlines different types of needs that students have in language learning: linguistic (language skills like speaking, listening, reading, and writing), cultural (understanding idioms, accents, and social norms), personal and professional goals (like studying abroad or getting a job), and psychological/emotional needs (building confidence and reducing anxiety). Teachers need to identify these needs to provide effective teaching.

Teachers can identify student needs using methods like needs analysis, classroom observation, and regular feedback. This helps them design lessons that match students' goals and abilities. Strategies like differentiated instruction (tailoring lessons for different levels), communicative language teaching (focusing on real-world communication), task-based learning (doing tasks that simulate real-life situations), and using technology can all help meet students' diverse needs. Culturally responsive teaching ensures that lessons are relevant to students' backgrounds and experiences.

Challenges exist, such as diverse classrooms, limited resources, and time constraints. Some students may also resist new teaching methods. However, teachers can still overcome these challenges by setting clear goals, using various learning materials, encouraging collaboration, and promoting self-directed learning.

In conclusion, understanding and addressing students' needs is crucial for successful ESL/EFL teaching. Teachers can create an engaging and supportive learning environment that improves student outcomes by identifying these needs and using appropriate strategies.

Key words: students' needs, strategy, communicative language teaching, needs analysis.

Викладання англійської мови як другої (ESL) або іноземної (EFL) вимагає більше, ніж просто слідування підручнику. Це передбачає розуміння різноманітних потреб учнів, які можуть змінюватися залежно від віку, культури, мовних навичок, стилів навчання та особистих цілей. Ця стаття розглядає

важливість виявлення та задоволення цих потреб для покращення навчання та залучення учнів.

Дослідження показують, що коли уроки адаптовані до конкретних цілей учнів, вони стають більш мотивованими і навчаються ефективніше. Наприклад, студенти, які навчаються для академічних цілей, можуть зосереджуватися на навичках читання та письма, тоді як ті, хто вивчає англійську для повсякденного спілкування, можуть потребувати практики розмови та слухання. Експерти, такі як Річардс і Роджерс та Хатчинсон і Уотерс, стверджують, що навчання, орієнтоване на цілі учнів, робить навчальний процес більш релевантним. Мотивація, яка може бути як внутрішньою (особистий інтерес), так і зовнішньою (зовнішні винагороди), також відіграє велику роль у тому, як учні взаємодіють з уроками, як пояснює Дьорней.

У статті розглядаються різні типи потреб учнів у мовному навчанні: лінгвістичні (мовні навички, такі як говоріння, слухання, читання та письмо), культурні (розуміння ідіом, акцентів та соціальних норм), особисті та професійні цілі (наприклад, навчання за кордоном чи пошук роботи) та психологічні/емоційні потреби (підвищення впевненості та зменшення тривожності). Учителям необхідно виявляти ці потреби для ефективного викладання.

Учителі можуть визначати потреби учнів за допомогою таких методів, як аналіз потреб, спостереження в класі та регулярний зворотний зв'язок. Це допомагає їм розробляти уроки, що відповідають цілям і можливостям учнів. Стратегії, такі як диференційоване навчання (адаптація уроків для різних рівнів), комунікативне навчання мовам (орієнтація на реальне спілкування), навчання на основі завдань (виконання завдань, що імітують реальні ситуації), та використання технологій, можуть допомогти задовольнити різноманітні потреби учнів. Культурно-орієнтоване навчання забезпечує відповідність уроків до фона та досвіду учнів.

Існують певні труднощі, такі як різноманітність класів, обмежені ресурси та часові обмеження. Деякі учні можуть також бути опірними до нових методів навчання. Однак вчителі можуть подолати ці труднощі, встановлюючи чіткі цілі, використовуючи різноманітні навчальні матеріали, заохочуючи співпрацю та сприяючи самостійному навчанню.

На завершення, розуміння та задоволення потреб учнів є важливим для успішного викладання ESL/EFL. Учителі можуть створити захоплююче та підтримуюче навчальне середовище, що покращить результати учнів, якщо вони виявлять ці потреби та застосують відповідні стратегії.

Ключові слова: потреби студентів, стратегія, комунікативне навчання, аналіз потреб.

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Statement of the problem in general terms.

Teaching English as a second language (ESL) or foreign language (EFL) requires more than delivering lessons from a textbook. It involves understanding the diverse needs of students, which vary depending on their age, cultural background, language proficiency, learning styles, and personal goals. Educators can design more effective lessons by focusing on these needs and foster better engagement and outcomes. This article explores the key aspects of understanding students' needs in English learning and offers practical strategies to meet these needs effectively.

Review of recent research and publications.

Students come to English language classes with unique goals and challenges, which makes understanding their needs essential for effective teaching. Research shows that tailoring lessons to individual student goals improves learning and keeps students motivated.

Experts like Richards and Rodgers highlight how goal-focused teaching makes lessons more relevant, boosting student interest (Richards, Rodgers, 2001: 56).

For example, students aiming for academic success often need help with reading and writing, while those learning English for daily life benefit from speaking and listening practice. stress the importance of identifying these goals through needs analysis to create targeted lessons (Hutchinson, Waters, 1987: 123).

Motivation is key to learning a language. According to Dörnyei (2001), motivation can come from personal interest (intrinsic) or external rewards (extrinsic). Lessons that match students' needs, like role-playing travel situations for travelers, make learning more engaging (Ellis, 2003). Using materials connecting to students' goals or interests helps keep them committed to learning. In this way, motivation grows through positive classroom experiences.

Identification of previously unresolved aspects of the general problem. Research shows the importance of adapting English lessons to students' goals, but some issues are still unsolved. Teachers struggle to address cultural and emotional needs, especially in diverse or resource-limited classrooms. There are also a few simple strategies to use for analysis in daily teaching.

The aim of the article is to help teachers understand the different needs of students learning English and provide practical ways to meet these needs. It focuses on how factors like language skills, culture, personal goals, and emotions affect learning. By reviewing research and teaching strategies, the article shows how tailoring lessons to students' goals can make learning more effective and engaging.

Presentation of the main material. Types of Needs in English Learning

Understanding students' needs involves examining various aspects of their language-learning journey. These include:

a) Linguistic Needs

Linguistic needs pertain to the specific language skills that students wish to improve, such as speaking, listening, reading, or writing. For example:

- beginners often need foundational vocabulary and grammar.
- intermediate learners may focus on fluency and comprehension.
- advanced students might aim to refine their academic writing or professional communication.

b) Cultural Needs

Language is closely tied to culture. Students may need exposure to cultural contexts to use English appropriately in real-life situations. For example:

- understanding idioms and slang.
- learning about social norms, politeness, and nonverbal communication.
- adapting to different English accents and dialects.

c) Personal and Professional Needs

Students often learn English to achieve personal or professional goals, such as:

- gaining admission to an English-speaking university.
- qualifying for a job or promotion.
- traveling or immigrating to an English-speaking country.

d) Psychological and Emotional Needs

Language learning can be intimidating, especially for students who lack confidence or have had negative past experiences. Teachers need to:

- build students' confidence.
- reduce anxiety through supportive classroom interactions.
- encourage a growth mindset.

To address students' needs, teachers must first identify them. Here are some strategies:

a) Needs Analysis

Needs analysis is a process of gathering information about students' goals, preferences, and challenges. This can be done through:

- questionnaires or surveys.
- interviews or group discussions.
- placement tests to assess language proficiency.

b) Observation

Teachers can observe students' behavior in the classroom to identify:

- preferred learning styles (visual, auditory, kinesthetic, etc.).
- areas of difficulty, such as grammar, pronunciation, or vocabulary.
- social dynamics include whether students prefer group work or individual tasks.

c) Continuous Feedback

Regular feedback from students helps teachers understand their evolving needs. This can include:

- informal conversations about what students find helpful or challenging.

- mid-term or end-of-term feedback forms.
- class discussions about learning preferences.

Once teachers understand their students' needs, they can implement targeted strategies to address them.

a) Differentiated Instruction

Differentiated instruction involves tailoring lessons to meet students' varying abilities and interests. For example:

- providing beginner students with simple vocabulary exercises while giving advanced students more complex reading tasks.
- offering visual aids for visual learners and audio recordings for auditory learners.

b) Communicative Language Teaching (CLT)

CLT focuses on real-life communication. To meet students' conversational needs:

- include role-plays, group discussions, and interviews.
- encourage students to practice speaking in pairs or small groups.
- use real-world materials, such as news articles or podcasts.

c) Task-Based Learning

In task-based learning, students complete tasks that mimic real-life situations. For instance:

- writing a formal email for professional purposes.
- preparing a presentation to improve public speaking.
- participating in a simulated job interview.

d) Incorporating Technology

Technology can address diverse learning needs by providing access to a wide range of resources:

- language learning apps like Duolingo or Memrise for vocabulary practice.
- online videos and podcasts for listening comprehension.
- virtual reality tools for immersive language practice.

e) Culturally Responsive Teaching

To meet students' cultural needs, teachers can:

- integrate content from different cultures into lessons.
- encourage students to share their own cultural experiences.
- discuss how cultural context influences language use.

While understanding and addressing students' needs is essential, it comes with challenges:

a) Diverse Classrooms

In multicultural classrooms, students may have different levels of proficiency and learning styles, making it difficult to cater to everyone.

b) Limited Resources

Some schools may lack resources like modern technology or specialized materials, limiting the ability to provide tailored instruction.

c) Time Constraints

Teachers often face tight schedules, leaving little room to design individualized lessons.

d) Resistance to Change

Some students may be reluctant to try new learning methods or leave their comfort zones.

Practical Tips for Teachers

Despite these challenges, teachers can adopt practical strategies to address students' needs effectively:

Set clear goals: work with students to set realistic and measurable learning objectives.

Use diverse materials: incorporate books, videos, games, and interactive activities to engage different learners.

Encourage collaboration: pair students with peers who can complement their strengths and weaknesses.

Provide regular feedback: offer constructive feedback to guide students' progress.

Promote self-learning: encourage students to explore online resources and practice outside the classroom.

Conclusions. Understanding students' needs is key to creating an effective and engaging English learning environment. Every student has different goals, backgrounds, and challenges, so teachers must adapt their teaching methods to meet these needs. By using strategies like needs analysis, observation, and feedback, teachers can design lessons that fit students' objectives and preferences.

Approaches like differentiated instruction, task-based learning, and culturally responsive teaching help keep students motivated and supported. Although challenges like diverse classrooms and limited resources may arise, teachers can still find ways to meet students' needs. In the end, focusing on these needs leads to better engagement and improved student learning outcomes.

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