

- Most elders want to learn English. At the very least, they want to be able to communicate with their grandchildren. They don't like feeling dependent on others and would like to be able to do SOMETHING without an interpreter. Learning English is empowering and gives elderly students control over their own lives.
- Many elders are insecure about their ability to learn English and tend to focus on their struggles rather than their successes. Allow students to talk about their difficulties learning English. Celebrate all accomplishments, great and small, with positive comments, applause, and little prizes.
- Create a community of learners where students feel free to share information, provide feedback, and make suggestions. Give students a chance to say what they want to say with whatever language they have. Create a classroom atmosphere that is friendly and supportive.
- Common barriers elders have in learning include health problems (especially hearing and vision), memory difficulties, and adjustment problems with a new culture and changes in family dynamics. Provide a classroom that is sensitive to these situations.

GOALS OF THE CLASS FOR THE ELDERLY

1. To develop speaking and listening skills for daily communication needs.
2. To develop literacy skills needed to read and write basic personal information and to get around in the neighborhood.
3. To promote participation in the classroom, and develop a support network among the students.
4. To promote community involvement by learning about the neighborhood, the city, and services for elderly.

STRATEGIES FOR TEACHING IN A MULTI-LEVEL CLASSROOM

Although the ideal teaching situation is to have students with similar backgrounds and ability in the same class, the reality is that most classes have students with a wide range of English language proficiency. This is called a multi-level classroom. Multi-levels often result from a mismatch in skills between speaking and reading/writing. Some students may have developed conversational skills in English, but cannot read or write. Others, particularly those who have studied English previously, might have reading and writing skills, but difficulties understanding spoken English or expressing their ideas.

Some multi-level classrooms combine two very different groups of students: those who have strong educational backgrounds and those who did not receive even basic education. Although both groups may be new to English, their learning needs are very different.

In a multi-level class students should work on different tasks, geared to their level of ability. Asking students to work in pairs or small groups so that stronger students can take the lead and provide modeling and coaching to others is an effective way of dealing with different levels.

Provide students with tasks that can be completed at varying degrees of ability. For example, students can listen to a song and fill in the blanks on an accompanying sheet of lyrics that has different blanks for different students (for example, advanced students must listen for more difficult phrases, while beginning students only need to fill in key words).

SKILLS STUDENTS WILL DEVELOP

students will learn

- How to learn
- How to speak English
- How to listen
- How to read and write English
- English grammar, vocabulary, pronunciation and punctuation
- How to apply their language skills in community situations.

Use of music in English learning

The use of music and song in the English language-learning classroom is not new. As early as Bartle (1962), Richards (1969) or Jolly (1975), scholars have been arguing for use of music in a language acquisition context for both its linguistic benefits and for the motivational interest it generates in language learners.

When teaching foreign languages to students, there are numerous methods that can be used to enhance the students' learning and interest, and music is most definitely one of them. Students with different strengths need various approaches although our educational system has put too much importance on mathematic and linguistic intelligences while the equally important intelligences are neglected (Brualdi, 1996).

Musical intelligence is very often overlooked, and although music is not everyone's strongest intelligence, it is usually something that most students can appreciate because they have at least some musical intelligence. Mora explains that language learning and music relate to each other since music and speech connect through sounds and are used to convey a message, although language is precise and music mostly emotional (Mora, 1999, p.147).

Music contains authentic, informal language that is natural to the ear. Songs offer precious resources that develop students' abilities in listening, speaking, reading and writing (Saricoban et al., 2010).

Music connects people, meaning that even strangers who have nothing else in common can form a link through melodies and lyrics because it is a language that everyone understands.

Most people learn song lyrics faster than words and melodies tend to store easier in the memory even though the meaning of the words might not be clear. "Through the use of songs, rhymes

and music, students are able to retain much larger amounts of information's" (Ortis, 2008, p. 207). Music is a way to enhance student's learning procedures and the reasons for music's success lie within the brain. Sound waves come into our ears and from there they transform into nerve impulses. These impulses are then sent out to areas in the left and right temporal lobes for processing. The functions that are used to process music and singing are stored in the brains other functions that include emotion, memory and language (Ortis. 2008, p.206).

This shows even more clearly why music is such a positive method to use for teaching a second language.

Music contains a variety of vocabulary that can easily be adjusted to the appropriate age or level of learning. It is full of phrases and expressions that will help students for using language. It teaches grammar and many songs can be used as grammar exercises, since "in order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom" (Saricoban &Metin,2010).

Through music, culture as well as pronunciations and different accents can be taught. Figurative language and metaphors are a big part of music and song sand are very adjustable to our everyday experiences.

Through music, students will learn how to express themselves more effectively because song lyrics often spur lively discussions and different interpretations, which are needed in many classrooms. Many students seem to be afraid of using the target language in the classroom because formal language learning creates a stressful atmosphere. Most of the time, the target language is only being used when students are reading from their textbooks or answering questions in their workbooks. Horwitz and Cope (1986) have shown that many students exhibit foreign language anxiety in the classroom. However, songs in the language classroom tend to entertain and relax the learners, thus stress may be reduced through the use of music (Jedynak, 2000, p. 2).

Music provides so many options and exercises and teachers can even involve their students when it comes to picking songs for the class or to work on to make the assignment even more personal. Music is fun, engaging, differs from the old routines and can be used for all ages and levels.