

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2023 Issue: 10 Volume: 126

Published: 18.10.2023 <http://T-Science.org>

Issue

Article



Ainura Markhabaevna Bekjanova

Nukus branch of UzSIAC

the doctor of philosophy degree (Phd) in pedagogical sciences

Senior teacher

Sarbinaz Satbay qizi Kaipbergenova

Nukus branch of UzSIAC

Teacher

METHODS AND TECHNIQUES OF TEACHING VOCABULARY FOR ADULT LEARNERS

Abstract: The article deals with adult students' vocabulary teaching possibilities and outline suitable ways of effective and comfortable dealing with them. Adults are in many cases not really interested in language, but in what they do through it.

Key words: teaching, students, adults, motivation, strategy, habit, education, principle.

Language: English

Citation: Bekjanova, A. M., & Kaipbergenova, S. S. (2023). Methods and techniques of teaching vocabulary for adult learners. *ISJ Theoretical & Applied Science*, 10 (126), 340-344.

Soi: <http://s-o-i.org/1.1/TAS-10-126-26> **Doi:**  <https://dx.doi.org/10.15863/TAS.2023.10.126.26>

Scopus ASCC: 1203.

Introduction

Adult students are completely different from children or adolescent students. Compared to younger group of students, adults do not need that much demonstration but ask for more explanation and formulation of principles. They are matured, their intelligence has already developed. They went through a whole educational system and they dispose of rich personal experience. They have also developed specific habits and have specific expectations. Adults are in many cases not really interested in language, but in what they do through it. That is to say, adult students view language as an instrument for doing other things. It is not always easy for them to make a decision of enrolling to a language course. They know they need to learn English for some reason - they dispose of a high degree of extrinsic motivation. But they also know that they will be in the same class with other students. This fact can be quite stressful for some of them. They are sure that "others'" level of English will be different from theirs, that they might not be good enough and the "others" might see it. It is not a pleasant idea and can play a key role in their final decision to "go for it" or not.

Quite interesting is the transformation of an attitude towards goals and their fulfilling in connection with the age of students and their mental development. Young learners can learn English with remarkable ease, enthusiasm and naturalness. They do not understand short/long-term goals as such. What they understand is the final classification and that it is important. More important are for them everyday activities presented in a form of games. They understand that there are tasks to be done, they do them and learn through them. These tasks represent short-term goals and attract children's concentration and attention through providing direct motivation (boring activity can attract children's attention only up to 40 minutes). Constant change of activities is beneficial and ensures fulfilling of the defined goals. Adolescents are in a very difficult condition as they often mean something completely different from what they actually feel and do. This 'disharmony' is caused by proceeding physiological change in an individual. They are competitive, they need to be seen in a good light by their peers and are very sensitive to criticism. They are extremely impatient and expect the success to come soon after setting the task. The more frequent the cycle 'Task – Success – Appreciation – New task' is

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

the more motivating it is for them. They are not aware of long-term goals. Their inspiration is mere curiosity. It is necessary to explain why they should learn concrete language items or do concrete activities so that they are aware of their short-term goals the same as of their long-term goals. Moreover, the goals should be reminded to them regularly during the learning process as their interest in them can waver. Completely different situation occurs with adults. Since they usually choose themselves to be present in English lessons they are also usually highly motivated intrinsically. Their values have already been determined, they are well aware of their aims and they want to fulfil them. They are matured and responsible enough to realize that if they want to reach their aim(s) they must sacrifice something to that. They of course need to be encouraged from time to time to increase their motivation but generally they are easier to deal with than adolescents. None the less experience of success and praising are very important for them as well as they are for everyone else, including children and adolescents. Praising is a proof of success and success is always highly motivating. Therefore it is wise to increase students' interest and motivation by sensible use of praise.

One of the main objectives that adults have for learning English is to improve their vocabulary and improve it fast.

As we know, there is little worse for an English teacher than having frustrated adult students in a class who aren't either learning the vocabulary they want to or improving their English as quickly as they think they should be doing.

Most people don't learn English because they have a love of languages. Most adults are learning English for a purpose, whether it be to pass an exam, for business, their career or to go on holiday. So when deciding what vocabulary to teach them, you need to choose vocabulary which is useful or necessary for them.

The problem with adult classes in doing this is that they all have their own interests (e.g. football, technology, fashion etc...) and reasons for learning English (career, job hunting, business, travel etc...). If students aren't interested in the vocabulary they are learning, they'll just get bored and unmotivated. For a teacher choosing the right vocabulary to teach in class can be difficult.

The constant need to satisfy language (especially English) demands stipulated by potential employers affect everyone. Nowadays children usually start with English or some other languages in very young age. Sometimes they acquire a relatively high level before the end of their compulsory education. On the other hand older generations are in a huge language disadvantage. Learning English is not easy at all for them unless they dispose of at least basic knowledge of it (or some other Germanic language) or of general talent for languages. It is not easy at all to

learn in mature age. Certain psychic barriers might negatively influence learning. To avoid that it is necessary to select the right and efficient learning strategy for adult students taking into consideration various important aspects arising out of their specific needs. The aim of this work is to discuss adult students' vocabulary teaching possibilities and outline suitable ways of effective and comfortable dealing with them.

In this section I would like to present some suggestions and possible ways of how to teach English vocabulary effectively through techniques which I use in my lessons and which can be further extended into other variations. They were mostly inspired by Craig Wealand's ideas presented on the Internet pages (<http://www.mansioningles.com/profesores08.htm>). They are based on the fact that students tend to group words and make associations and connections for better remembering. It is useful to find out the ways students learn new words, if they use particular techniques or systems and adjust them to be used in their lessons. The following techniques can be of good support to that.

FLASH CARDS

Flash cards are well known as a very useful tool for learning language. Yet the general opinion is that flash cards have a limited use and work well especially with young learners since they help them to visualize words. As cards can contain various things (words, pictures, phrases, functions, sentences, symbols etc.) their use is not limited at all and neither is the age of students they are suitable for. There is probably no reason to explain the principle of working with flash cards, as their use is more or less familiar to everyone. But it might be interesting to realize that cards with simple icons can help e.g. with revising when a simple pointing to a requested gender, tense or sentence form (positive, negative, question, imperative, statement) indicated on cards can represent a fast and non-disturbing way of instructing the student's production. Obviously, many other icons can be invented to indicate certain requests.

WORD WALLS

A word wall is a systematically organized collection of words, phrases, functions etc. displayed in larger letters on a wall or other well visible place in the classroom. It is a tool which highlights significant points and offers a visual reminder and an instant exposure of contained notes to students. They can refer to them as often as needed and they usually use them throughout the lesson whenever they are not sure about a certain language item or just for a simple checking of spelling, correctness of structures, etc. Some teachers have invented a system of big sheets of paper containing individual selections of various phrases and functions for students. Whenever we come across a new one, we add it to our word wall in

Impact Factor:

SIRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

a form of a strip of paper glued to the corresponding group. E.g.: Saying god-bye: It was a pleasure to meet you. Take care and see you soon again. Disagreeing: I see it a different way. I see what you are saying but... I am sorry but I must disagree there. Expressing somebody's opinion completely absolutely entirely certainly

INSIGHT PICTURES

The characteristic of words can be represented the way they are written. Through this vocabulary gets personalized, which helps with remembering. Students can draw a word in any way they imagine it or associate it.

MEMORY PICTURES AND WORD ASSOCIATIONS

This technique is based on a principle of similarity of words from different languages. If the sound of a word reminds students of a word from their language it is worth to make an association, which would help them to remember it.

REPETITION

Learning of language items is primary but exercise and activities focused on repetition are very important too. It is supposed to be the third and last stage of so called PPP principle (Present – Practice – Produce). Repetition is a very useful way of not only bringing to mind and revising vocabulary items, which students has already learned, but it is also a great chance to find out what has already been well mastered by students and what needs more practice or possibly more explanation to be fixed. When we do exercises we concentrate on the parts that are not clear or make any kind of trouble (pronunciation, linking, tenses, collocations, meaning...). The problematic parts are marked to be easily found for later checking. Most students are asked not to write answers into their students' books for being able to work on the same exercise more times. Is it not a problem because the key for the exercises is available and if not we note the right answers into their exercise books. This way they can work and practice with the exercise at home. Doing the same exercise twice might seem to be boring but it is not and it is very effective indeed. Repetition of a certain exercise can help to improve the language enormously. Every time a problematic word or phrase is repeated either in the same or in different context is becomes more clear and familiar. The types of exercise we usually do are matching parts of collocations, expressions, lines of dialogues; gap-filling with supplied words/expressions; finishing sentences (I would like to.....); true/false (correct/incorrect) exercises for reading comprehension or checking grammar used in supplied sentences.

CONVERSATION

Repetition is closely connected with conversation in communicative means. Students sometimes find it difficult to express themselves in particular situations or when they have particular communicative intentions. It has already been mentioned above that the aim of practice is to be able to modify and adjust the language to the actual knowledge and communicative ability of students. The improvement is possible only through practice. I never believed that re-learning the example conversations is a good idea for developing communicative ability. It may increase a negative feeling of dependence on the learned lines and inhibit the natural spontaneity of expressing the learner's own ideas and reactions. Therefore I make my students to speak as much and as free as possible and insist on their using English for any comments they make (which is unfortunately not always observed). For practicing conversation we use a very effective technique. We pick up words either accidentally or deliberately and talk about them. Another way to start conversation is working with pictures. Pictures showing social situations (a couple on a bench in a park, a girl on a bicycle, a group of people waiting for their bus...) interest students as they offer a possibility to imagine who the people are, what are they doing and why, what happened before and what might happen next. Pictures provide a good source of topics for speaking. Another useful way for practicing conversation is to work with texts. It is so-called learning for comprehension. The teacher firstly reads dialogues and stories so that a student should listen carefully to get an idea what the text is about and provide a short content of the story. Second listening is done over the text – students listen and read consequently. After this reading they should be able to provide more detailed information. According to the difficulty of the text we either discuss unknown words and phrases or continue with the final reading – by a student. This final reading should prepare students to be able enough to retell the story in their own words, to paraphrase it or summarize it. A role-play activity for further practice sometimes follows. The presented scheme is usually more or less successful but there are many aspects influencing the process like tiredness, health condition, level of the text, weather... The good thing is that every activity can be simply adjusted to the actual circumstances.

MAKING MISTAKES

Mastering a new language is not an easy task at all. It is a very complicated process which is unavoidably connected with making mistakes. There is a variety of mistakes: error, mistake, slip of the tongue, fossilised mistake etc. They all are made for various reasons but we will simply use the general term 'mistake', which will be sufficient for this matter. Whatever activity students do it is always

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

closely connected with making mistakes. That is a natural rule. The traditional way of looking at mistakes is that they are forbidden. Students should perform in a way of avoiding them otherwise they are most likely to be reproached and punished by a bad mark. But this attitude is completely wrong. It is the other way round. Students should not be afraid of making mistakes at all. Mistakes are extremely important for learning and making them during their learning process is the best way of a successful acquisition of the language. When my student makes a mistake we usually take advantage of it and discuss the particular piece of grammar and compare it possibly with other ones to see clearly the difference. It usually brings smiles to the face of my student and the sentence containing the wrong item is well remembered for a long time, which is highly effective. Teacher's strategy is to encourage students to speak as much as possible in our lessons and not to be afraid of making mistakes at all. This is agreed at the very beginning of our course. Students do not get reproaches for their mistakes. They are actually being 'praised' for making them by comments of a type: 'It is very good we have come across this mistake. Not making it we could have miss an important thing. Now we can look closely at that particular item and find out where the problem is...' It usually works. Students are not stressed by a negative reaction and take mistakes as a normal part of a learning process.

USING SINGING

Singing songs in English is a good activity for learning the word in class. If students sing one or two songs with appropriate gestures, a harmonious class atmosphere is encouraged, and students attention is easily focused. Singing songs with gestures, using them just as with poetry, increases student involvement in the learning process. Activities that are gestural, visual and physical can be used in learning new skills which include both learning physical concepts, as well as arriving at the goal of learning and knowing vocabulary words. [4;365]

In the class, teachers can divide the whole class into several groups; each group is required to participate in the chorus so that they can master more and more vocabulary words in the activity of collaborative learning for young and adult students. Students can connect certain vocabulary words with the music, hence raising students' interest in reviewing some English words. For example, when the students are reviewing vocabulary words about the different parts of one's body, the teacher can connect these words with the popular song titled "The Song of Health" whose words are as follows: "Please get up early, shaking hands, kicking legs, bending arms, clapping shoulders, so that you will be healthy." The brisk rhythm, melody, and different tones and cadence will attract the attention of primary pupils. They can dance together while singing

this popular song. This series of activities will make students remember the vocabulary words automatically.

TOTAL PHYSICAL RESPONSE

Originally developed by James Asher, an American professor of psychology, in the 1960s, Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. [5;3] It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

A typical TPR activity might contain instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary". The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

This technique works great with kinesthetic learners, namely those who learn best by moving their bodies. Most teachers are aware of the advantages of Total Physical Response in the ESL classroom.

The main advantage of TPR is that teacher can get students physically engaged in the lesson. It gets them out of their seats and shakes things up.

REALIA

It is not secret that all group of learners has the more interest to the objects that one can touch, hold and feel, rather than picture of this objects. The use of realia or real-life objects in the ESL classroom can make a huge difference in student learning. It engages them and motivates them to learn. It's fun and sets a more natural learning environment

Realia-real things-represent the actual conditions with which the learner will live. As such, realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn. Examples of realia are: insects; coins; rocks; plants; pets; and stamps.

ROLE PLAYING

Teaching students vocabulary can also be based on dialogues. Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words.[1;524] For example, in a class,

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

the teacher could ask a group to design how to begin the new lesson with an interesting dialogue between teacher and students:

T=teacher S=student

In this section have been described ideas that could be useful and very supportive for teaching English. As long as teachers dispose of a variety of diverse activities they have a good chance to find just

the right one for any situation and increase students' interest and motivation. Some of the techniques are great for learning in general and it is very good to present them to students and make them familiar with such techniques as they make great teaching support and not only that. They can also be used in real life and become an everyday tool.

References:

1. Blachowicz, C., Fisher, P., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the Classroom. *Reading Research Quarterly*, 2006. 41, 524-539.
2. Harmer, J. (1993). *The Practice of English Language teaching*, Longman, 1993.
3. Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman.
4. Roth, M. (2001). Gestures: Their Role in Teaching and Learning. *American Educational Research*, 71, 2001, 365-392.
5. (1969). The Total Physical Response Approach to Second Language Learning by James J. Asher. *The Modern Language Journal*, Vol. 53, No. 1 Jan., 1969, pp. 3-17.
6. Hymes, D. H. (1972). *On communicative competence*. Harmondsworth: Penguin.
7. Judd, E. L. (n.d.). A Need for Reevaluation of Existing Assumptions. *TESOL Quarterly*, 12 (1).
8. (1994). *Jones, Usage of "Realia in teaching"*.
9. Laufer, B., & Nation, P. (1999). A vocabulary size test of controlled productive ability. *Language Testing* 16, 33- 51. Linse, C. T. & Nunan, D. (Ed). 2005.
10. Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. New York: Harper & Row.