



## Some ways of teaching vocabulary to adult learners

Nelya PETROSYAN<sup>1</sup>

Samarkand State Institute of Foreign Languages

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### ABSTRACT

Learning and teaching vocabulary is an important part of foreign language learning. The meanings of new words are very frequently emphasized, whether in books or verbal communication. There are a lot of definitions of what vocabulary is. But vocabulary is not as simple as that. It does not only mean understanding the definition of single words or collocations but it also requires the knowledge of how words fit into context. Different ways of teaching language are used in various courses. Concerning that variety, there is a wide choice of teaching methods (concrete techniques) that can be used for various purposes. Some of them would work with beginners some with advanced students.

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## Katta yoshdagi o'quvchilarga so'z o'rgatishning ayrim usullari

#### **Kalit so'zlar:**

lug'at,  
katta yoshdag o'quvchilarni  
o'qitish,  
strategiyalar,  
zamonaviy texnikalar,  
obyektlar,  
burg'ulash,

### ANNOTATSIYA

So'z boyligini o'rganish va o'rgatish chet tillarini o'rganishda muhim o'rin tutadi. Kitoblarda yoki og'zaki muloqotda bo'lsin, yangi so'zlarning ma'nolari juda tez-tez ta'kidlanadi. Lug'at nafaqat bitta so'z yoki kollokatsiyalarning ta'rifini tushunishni anglatadi, balki so'zlarning kontekstga qanday mos kelishini bilishni ham talab qiladi. Turli kurslarda qo'llaniladigan tilni o'qitishning har xil usullari mavjud. Ushbu xilma-xillikka

<sup>1</sup> PhD, Acting Associate Professor, English Language Teaching Methodology Department, Samarkand State Institute of Foreign Languages. E-mail: [nelyapetrosyan1971@gmail.com](mailto:nelyapetrosyan1971@gmail.com)

imlo,  
imo-ishora,  
aloqa,  
kontekst,  
rasm,  
kontrast,  
pedagogik texnologiya.

nisbatan turli xil maqsadlarda ishlatilishi mumkin bo'lgan o'qitish usullarining (aniq texnikalarning) keng tanlovidan ba'zilar haqida so'z boradi.

## Некоторые способы обучения лексике взрослых учащихся

### АННОТАЦИЯ

#### Ключевые слова:

лексика,  
обучение взрослых  
учащихся,  
стратегии,  
современные техники,  
объекты,  
сверление,  
правописание,  
мимика,  
коммуникация,  
контекст,  
рисунок,  
картинка,  
жесты,  
контраст,  
педагогическая  
технология.

Изучение словарного запаса играет ключевую роль в освоении иностранного языка. Значения новых слов часто акцентируются в текстах и в устной речи. Хотя существует множество определений словарного запаса, его суть выходит за рамки простого понимания значений слов или фраз. Важно также знать, как слова сочетаются друг с другом в контексте. В обучении иностранным языкам применяются различные подходы, каждый из которых предлагает уникальные методы и техники, адаптированные к разным образовательным целям. Некоторые методы идеально подходят для начинающих, в то время как другие ориентированы на продвинутых студентов.

### INTRODUCTION

What exactly is 'Vocabulary'? Monolingual dictionary specifies it more properly. It says that vocabulary means: "1) all words that a person knows or uses, 2) all the words in a particular language, 3) all the words that people use when they are talking about a particular subject, 4) a list of words with their meanings, especially in a book for learning a foreign language." (Hornby, 2000:1447) Chambers Dictionary (2006:845) offers other explanations: "words in general, words known and used by one person, or within a particular trade or profession, a list of words in alphabetical order with meanings added as a supplement to a book dealing with a particular subject."

English plays a key role in human lives. Nowadays it is considered to be an inevitable part of general education for people practically all over the world. Having at least basic knowledge it is more or less necessary for everyone. People meet English everywhere and every day. They need it for their job when they are dealing with their foreign business partners; they need it for their study because many specific articles are written in English for its wide international usage; they need it in their personal lives because they want to meet other cultures, travel abroad and that requires the ability of speaking another language, English preferably, because English has become an international language - a language which is communicated and understood in nearly every part of the world. There exist various ways of teaching language that are used in various courses.

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.

### **LITERATURE REVIEW**

Researchers such as Laufer and Nation (1997); Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Gu (2003); Marion (2008); Susanto (2016); and Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (e.g. listening, speaking, reading, and writing (Nation, 2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e.g., Nation, 2001; Alqahtani, 2015).

Generally, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač and Singleton 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). The followings are some techniques of teaching vocabulary as proposed by some experts.

### **METHODS AND MATERIALS**

#### ***1. Teaching vocabulary using Objects***

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Takač and Singleton, 2008). In addition, Gairns and Redman (1986) state that real objects technique is appropriately employed for beginners or young learners

and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

### ***2. Teaching vocabulary by drilling, spelling, and active involvement***

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004).

The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takač & Singleton2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002).

### ***3. Teaching vocabulary using drawing and picture***

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom. Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

### ***4. Teaching vocabulary using mime, expressions and gestures***

The term "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language acquisition (Alqahtani, 2015). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand.

### ***5. Teaching vocabulary using enumeration and contrast***

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc., and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or "furniture", for example (Gruneberg and Sykes, 1991).

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "red", there is an "in between" word "pink". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

### ***6. Teaching vocabulary through guessing from Context***

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Alqahtani (2015) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible.

### ***7. Using innovative pedagogical technologies***

Teaching vocabulary can be effectively reached in English classes by using some pedagogical technologies. For instance, using authentic material on the basis of reading and writing reflection and SWOT analysis technology.

Example 1. The development of critical thinking skills through reading and writing on the basis of an article "The New York Times" Why You Shouldn't Worry About Studies Showing Waning Coronavirus Antibodies. By Apoorva Mandavilli (Published Oct. 27, 2020 Updated Oct. 29, 2020) (sample answer)



Challenge	Understanding	Reflection
<p>Immune cells carry a memory of a virus and can churn out fresh antibodies when needed. The portion of people in Britain with detectable antibodies to the coronavirus fell by roughly 27 percent over a period of three months this summer.</p> <p>Several studies looking at antibody levels in individuals have shown that after some initial decline, the levels hold steady for at least four to seven months.</p>	<p>But several experts said these worries were overblown. It is normal for levels of antibodies to drop after the body clears an infection, but immune cells carry a memory of the virus and can churn out fresh antibodies when needed.</p> <p>It's too early to know how long immunity to the new coronavirus lasts, and whether people can be reinfected many months to a year after a first bout with the virus. Still, experts said worries about vaccines, too, are unwarranted.</p>	<p>Depending on the test used, the small number of antibodies still circulating in the blood may not be enough for a positive signal. The test used in the study has a sensitivity of 84.4 percent, well below that of lab-based tests that hover around 99 percent. That means it may miss anyone who has low antibody levels.</p> <p>The new results indicate the prevalence of coronavirus antibodies in the broader population but not in specific individuals.</p>

### Example 2. SWOT – analysis based on video materials

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>Whales are the part of our nature which cannot be hunted because they are the balance of underwater life.</p> <p>In the Atlantic Ocean, a majestic minke whale comes up for air. As she breaches the surface, an explosive crack sounds, and then a thud as the harpoon slams into her head, penetrating half a meter deep</p>	<p>Over a thousand whales are killed every year because some people want to make money from selling their meat and body parts. Their oil, blubber and cartilage are used in pharmaceuticals and health supplements. Whale meat is even used in pet food, or served to tourists as a 'traditional dish'. Exploiting the bodies of whales for money is illegal in most countries</p>	<p><b>Expose the suffering</b> – by supporting WDC, you can help expose and bring an end to the brutal dolphin hunts.</p> <p><b>Campaign against whaling</b> – wherever governments make decisions about the future of whaling you'll help us be there to fight for the rights of whales.</p> <p><b>Reduce demand for whale meat</b> – you can help us inform tourists about the cruel slaughter they are supporting every time they order whale meat while on holiday in a whaling region.</p> <p><b>Whale watching, not eating</b> – help us work with local communities to encourage whale watching as a kinder and more sustainable way of earning income from the whales in their waters.</p>	<p>Despite it being illegal in most countries, dolphins and small whales are hunted in many parts of the world. This is mostly for their meat and use of their body parts, although in Taiji in Japan young animals are captured and sold into a life in captivity.</p> <p>Deliberate hunting of small whales and dolphins is a growing conservation concern for many species and populations, with thousands of individuals killed in countries around the world for food, bait, currency or supposed traditional medicines and charms.</p>

### III. RESULTS AND DISCUSSION

Words are the building blocks of a language, and as such, the acquisition of vocabulary is extremely important. Through building vocabulary, students can express themselves more fully and with more confidence. Conversely, having a limited vocabulary can negatively affect how students are able to communicate.

Teaching vocabulary should go beyond a focus on the direct teaching of vocabulary through common methods such as using word searches, crosswords, gap-fills, and vocabulary journals where students write definitions of new words. While these have their place, other approaches such as exposure to target vocabulary in context can be more effective. It is also useful to focus on practice that requires students to use target vocabulary through the productive skills of speaking and writing. This aids deeper and more permanent acquisition.

Teaching vocabulary is a broad and complex topic. This article aims to introduce some useful and practical ideas to help make this important area of language teaching a little easier. The article begins by introducing some simple but effective exercises for teaching vocabulary, and then continues by discussing the issue of vocabulary acquisition, the needs of learners according to level, learning through context, and the use of two well-known word lists.

For successful vocabulary acquisition to occur, students require a considerable amount of exposure to new words. The process of acquisition should follow a similar path to first language vocabulary acquisition: through context, associations, and constant exposure.

Students must be provided with opportunities for using vocabulary in memorable and meaningful situations. Selecting vocabulary learning activities should be guided by key factors such as how often the words are likely to be encountered and how necessary they are for producing effective communication.

Learning new words involves building up vocabulary from repertoire - that is, relating new words to previously acquired language. Try to imagine building blocks and stacking one layer over the other to consolidate vocabulary and build a strong foundation for future communication.

Teaching vocabulary should also take flexibility and creativity into account. The teacher should avoid approaching words as isolated and independent objects and preferably expose students to the way they are used in sentences and how they can group with other words to form collocations. As an example, apart from simply working out the meaning of the word 'go', it would also be effective to associate it with the preposition 'to' and present it as 'go to' - preferably in a sentence.

With lessons that focus on the receptive skills of reading and listening, it is useful to identify which words are most likely to be unfamiliar to students and do some pre-teaching. The idea is to make sure the students find the activity not only interesting but also meaningful and comprehensible. After students have read or listened to a text, the new vocabulary can be reinforced in other ways such as using flashcards or asking students to use the words in short writing or speaking activities.

### CONCLUSION

This piece of work aims to highlight the importance of variety of strategies of teaching vocabulary in foreign language learning. Some of the most important aspects of teaching adult students' vocabulary was presented and analyzed in this material. Lexical

knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency may affect their learning, so teachers need to be aware of these differences when applying their teaching technique. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

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