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TEACHING VOCABULARY TO ADULT LEARNERS USING THE COMMUNICATIVE APPROACH

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The article explores the concept of communicative language teaching, which began in the 1970s. Communication is frequently hampered by lexical issues; communication fails when people use the wrong words. The ability to communicate is the ultimate goal of language learning. This article aims to determine the value of the CLT approach in teaching English vocabulary to adult learners as well as the methods and tools that teachers use to help their students develop their vocabulary skills. This investigation displays the usage of a mixed method: a questionnaire and class activities were done to gather the data. It is crucial to emphasize that a range of tactics, in addition to those already described, can give students more chances to use the language verbally in class.

Keywords: *communicative language approach, adult learners, second language acquisition, vocabulary.*

ОБУЧЕНИЕ ЛЕКСИКЕ УЧАЩИХСЯ СТАРШИХ КЛАССОВ С ИСПОЛЬЗОВАНИЕМ КОММУНИКАТИВНОГО ПОДХОДА

В статье исследуется концепция коммуникативного обучения языку, зародившаяся в 1970-х годах. Успешной коммуникации носителей языка часто мешают лексические проблемы; общение терпит неудачу, когда люди используют неправильные слова. Способность свободно общаться является конечной целью изучения языка. Эта статья направлена на определение ценности коммуникативного подхода в обучении английской лексике взрослых учащихся, а также методов и инструментов, которые учителя используют, чтобы помочь своим ученикам развить словарный запас. Это исследование демонстрирует использование смешанного метода: для сбора данных были проведены анкеты и занятия в классе. Крайне важно подчеркнуть, что ряд тактик, в дополнение к уже описанным, может дать учащимся больше шансов использовать язык в классе в устной форме.

Ключевые слова: *коммуникативный языковой подход, учащиеся старших классов, овладение вторым языком, словарный запас, лексикон*.

KOMMUNIKATIV YONDASHUVDAN FOYDALANISH ORQALI KATTA YOSHDAGI O’QUVCHILARGA LUG’AT O‘RGATISH

Maqolada 1970-yillarda boshlangan kommunikativ tilni o‘rgatish tushunchasi chuqur o‘rganiladi. Ravon va to’xtovsiz muloqotga ko'pincha bir qancha leksik muammolar to'sqinlik qiladi; suhbatdoshlarning noto'g'ri so'zlarni tanlab ishlatishi muloqot davomida tushunmovchiliklarni keltirib chiqaradi. Mukammal suhbat qila olish qobiliyati til o'rganishning yakuniy va oliy maqsadidir. Ushbu maqola katta yoshdagi o'quvchilarga ingliz tili lug'atini o'rgatishda kommunikativ yondashuvining ahamiyatini, shuningdek, o'qituvchilar o'z o'quvchilarining so'z boyligini rivojlantirishga yordam berish uchun foydalanadigan usul va vositalarni aniqlashga qaratilgan. Ushbu tadqiqot aralash usuldan foydalanib o’tqazilgan: ma'lumotlarni to'plash uchun so'rovnoma va lug’at mashg’uloti o'tkazildi.

Kalit so'zlar: *kommunikativ til yondashuvi, katta yoshdagi o'quvchilar, ikkinchi tilni o'zlashtirish, lug'at.*

Introduction.

The methodology of teaching the English language is constantly changing now. There are many discussions among teachers who argue about what method for learning foreign languages is the most effective for different types of learners. Proponents of the traditional teaching methodology prefer to teach the language traditionally since these forms basic linguistic skills: the ability to speak, listening and reading comprehension, and writing skills. However, there is an approach proposed in the 70s of the last century called the Communicative Approach. Because of that time, all English learners were taught using the Audiolingual method and began to complain, “They understand the language, but they can't speak.”

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Therefore, a new approach focused on a language as means of communication. Instead of paying a lot of attention to grammar and vocabulary, the Communicative Approach emphasized developing learners’ ability to communicate in English. In addition, Richards (1997) defines it as “an approach that is used in learning the second language or foreign language that emphasizes the improvement of communicative ability” (p.13). The main goal was the formation of learners' communication competence, such as understanding and independent output of information in a foreign language that correctly corresponds to a specific social situation.

There is still a hot debate about which methodology is the best and most suitable for adult learners to help learners acquire English language vocabulary and grammar. In this case study, there was an attempt to determine whether the communicative approach is effective in terms of teaching vocabulary to adult learners. To prove this theory, the assistance of ten selected participants will be needed, who are currently learning English at Tashkent State Uzbek language and Literature University.

Literature review.

Richards (2006) states that “the worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. The demand for an appropriate teaching methodology is therefore as strong as ever” (p.1). That is why many teachers and researchers want to find and test the ideal teaching approach that would be suitable and perfect for their students.

Sun and Chen (2002) conducted a case study at Private Pui Ching Commercial College in China where they were implementing a Communicative Language Teaching methodology into EFL classrooms and the curriculum of the College. At the end of their research, Sun and Chen (2002) concluded, “the more we know about the context, the better we can adapt CLT methodology to the program”. Furthermore, authors have suggested that traditional and CLT methodologies should be integrated to serve the needs of students in such a curriculum.

Jennings (2017) who conducted research at the Tokyo University of Science in Japan wanted to identify teachers’ attitudes and perceptions toward the use of CLT methodology activities in their classes. The results suggest that there has been a remarkable increase in terms of using CLT-based activities in oral English courses and lessons have started becoming more student-centered.

Ahmad and Rao (2013) who did an experimental study in Pakistan to identify the effectiveness of the Grammar Translation and Communicative Language Teaching (CLT) method in teaching English revealed that “Pakistani learners lack in English language communication skills, and the use of old traditional methodology is one, among other, causes for this shortcoming” (p. 202).

Cheng (2006) examined the Malaysian and Taiwanese textbooks in terms of the implementation of the CLT approach. The research revealed, “Textbooks with the implementation of CLT in both Malaysian and Taiwanese settings has little influence on the teaching of grammar”. The author also pointed out that suggested that methods of applying the communicative approach could work only when teachers are ready to integrate CLT principles into their lessons.

Research design.

This case study includes the following stages:

- Questionnaire
- Activity for learning new vocabulary
- Post activity

In the beginning, a survey that consists of 9 questions for a pre-stage of the case study. It was close-ended questions with three possible options that participants were required to choose: *Yes, No, I do not know*. At first, I wanted to create open-ended questions however some of the questions might be a little bit challenging for intermediate learners since there were some related to teaching methodology, which participants probably did not know. The first four questions in my survey were selected because I wanted to know participants’ attitudes towards their age in terms of learning a new language, the process, and the effectiveness of acquiring the English language. Then, as expected, the participants were not aware of the notion “traditional” approach to teaching which was mentioned in the fifth question, therefore, I had to define and explain this term. When I gave some examples of this teaching method, they seem to understand and even told me their own experience of being taught using a traditional technique. In the sixth question I wanted to know whether there was a teacher that deeply impressed participants in terms of teaching. The eighth question was about identifying their understanding of the direct correlation between teaching methods and the effective performance of the learners. In addition, the last question was asked to know about their overall process of language learning satisfaction – whether they are satisfied with the progress, they have made so far or whether it might have been better.

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As for the main part, I have decided to divide the participants into two pairs, where Group 1 (Student a & Student B) was supposed to be taught new vocabulary using a traditional approach while Group 2 (Student C & Student D) was supposed to be taught the same vocabulary with the help of a Communicative approach activity. For this reason, I have designed an activity with new vocabulary, which is related to the current global issues – vaccination and health. The activity itself was very easy to complete: all students need to do was fill in the gaps by putting the words from the box.

In the case of teaching Group 1, I took the leading role as a teacher and introduced a new topic, based on the traditional method of teaching. I defined each word of new vocabulary myself and then asked my students to repeat after me so that they would pronounce them correctly. Afterward, students were required to memorize this new vocabulary to do an activity based on these words later.

In the case of teaching Group 2, I have decided to use CLT-based activity to test the effectiveness of this approach in terms of teaching vocabulary. After the introduction of the new topic “Health and vaccination”, I asked them to do a role-play where they were supposed to play the role of the doctor and the patient and all the new words from the topic were used in their speech. As soon as the role-play was finished, they were given an activity to test how well they learned new vocabulary.

Data collection and analysis.

The questionnaire, which was designed to identify some key information about the participants, revealed that 3 out of 4 believe that it is more advantageous if a second language is acquired at a very young age.

Table 2.

Answers to questions №2, №3, and №9 demonstrated that they are fully satisfied with their learning experience in terms of English language acquisition, but three of 4 students still have some dissatisfaction with their speaking skills, especially when they try to communicate in English with their peers. Also, it was reported that the majority of them have interlanguage problems.

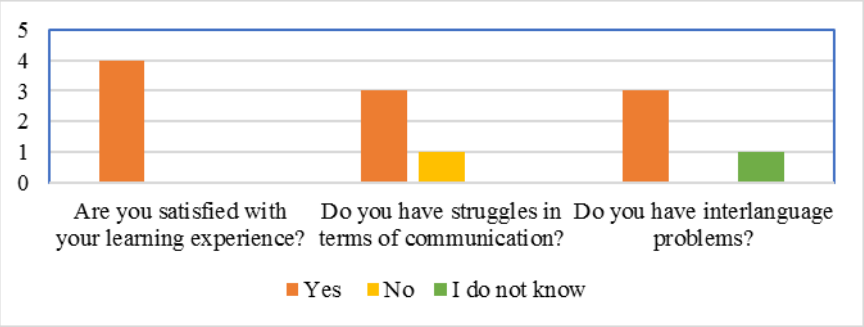

Table 3.

Questions №6 and №7, №8 were specially designed to determine whether the participants were aware of any teaching methodologies, or at least remember any teacher who deeply impressed their process of learning English since this information directly affects their process of learning English. As expected, the majority of the participants had no idea about this notion, thus they were hesitating while answering.

After the questionnaire stage, I divided my students into two groups, which are called Group 1 (formed with Student A and Student B), and Group 2 (formed with Student C and Student D). As was

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described above, Group 1 was taught new vocabulary related to health using the traditional approach while Group 2 was introduced to the same vocabulary using the communicative approach. Then Group 1 was required to memorize new words, and at the same time, Group 2 was asked to just do a role-play where new vocabulary words were used. Afterward, both groups performed a filling-the-gaps activity testing their knowledge. The results were impressive and surprising at the same time.

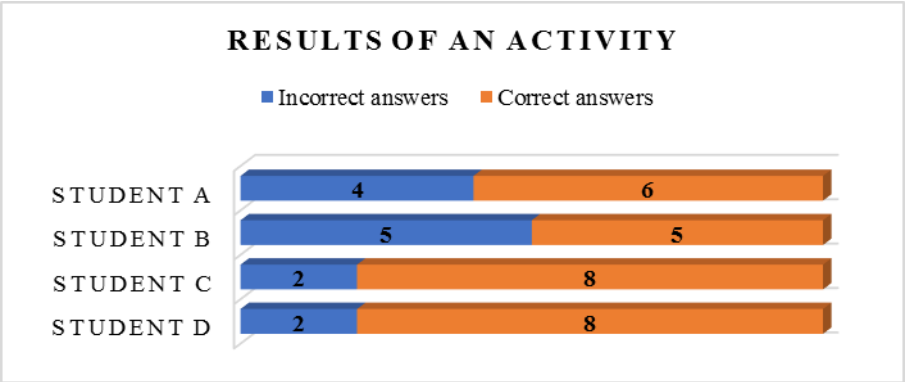

Table 4.

Conclusion.

While performing a case study, it was revealed that although implementing the Communicative Language Teaching approach for teaching vocabulary to adults can be very beneficial and effective, there are plenty of issues that may complexity the successful application of this approach. For example, Richards (2006) notes that “communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on” (p.22). In this case, study students’ purpose of learning English, their age and English level proficiency, affective filter rate, and experience in language acquisition greatly affected the results of CLT-based activities. However, from the findings, it can be concluded that if the teacher is able to use the Communicative Approach, taking into account all the issues mentioned above, learners could achieve very great results in terms of learning and putting into practice new vocabulary.

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