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ADAPTED LITERATURE TO ENRICH VOCABULARY OF ADULT  
LEARNERS AT PRE-INTERMEDIATE LEVEL OF ENGLISH LANGUAGE

DIPLOMA PAPER

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ADAPTĒTA LITERATŪRA PIEAUGUŠO STUDĒJOŠO AR ANĢĻU  
VALODAS VIDEJO LĪMENI VĀRDU KRĀJUMA BAGĀTINĀŠANAI  
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## DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any  
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## **ABSTRACT**

In this Paper the author explores the question about vocabulary, novels and adult students. To be more precise, it is the question whether it is possible to enrich vocabulary of adult learners at pre-intermediate level of English with the help of adapted novels. The author of the Paper decided to do this research because of the essential topicality of the problem. Teachers, students and researchers are interested in the question of vocabulary enrichment.

The author of the Paper carried out a case study using adapted novels to enrich vocabulary of adult learners at pre-intermediate level of the English language. Before the lessons needs analysis was carried out with the help of a questionnaire. During the lessons observation was made. In the end of the case study students were interviewed by the author.

The author of the Paper found out that the topic of vocabulary enrichment is very essential, that literature interacts with the vocabulary knowledge and its breadth and depth, as well as adult students' peculiarities and motivation.

The author of the Paper made conclusions about methods and techniques of teaching vocabulary, types of vocabulary evaluation, types of reading and enriching vocabulary knowledge.

**Keywords:** vocabulary knowledge, breadth and depth of vocabulary, adult students, motivation, literature, novel.

## ANOTĀCIJA

Šajā diplomdarbā autore pēta jautājumu par vārdu krājumu, romāniem un pieaugušajiem ka studentiem. Īpaša uzmanība tiek pievērsta jautājumam par iespēju bagātināt vārdu krājumu pieaugušajiem studentiem ar angļu valodas zināšanām vidējā līmenī, izmantojot adaptētus romānus. Diplomdarba autore nolēma veikt šo pētījumu, jo problēma ir ļoti aktuāla. Skolotāji, studenti un pētnieki ir ieinteresēti vārdu krājuma bagātināšanā.

Diplomdarba autore veica gadījumu izpēti, izmantojot adaptētus romānus, lai bagātinātu vārdu krājumu pieaugušajiem studentiem ar angļu valodas zināšanām vidējā līmenī. Pirms pētījuma uzsākšanas tika veikta studentu vajadzību analīze, izmantojot anketas. Nodarbību laikā tika veikti novērojumi. Gadījuma izpētes beigās studenti tika aptaujāti.

Diplomdarba autore izpētīja, ka vārdu krājuma bagātināšanas temats ir ļoti svarīgs, ka literatūra mijiedarbojas ar vārdu krājuma zināšanu un tās plašumu un dziļumu, kā arī izzināja pieaugušo studentu īpatnības un motivāciju.

Diplomdarba autore izdarīja secinājumus par vārdu krājumu bagātināšanasmācību metodēm un paņēmieniem, vārdu krājuma novērtēšanas veidiem, lasīšanas veidiem un vārdukrājumabagātināšanu.

**Atslēgvārdi:** vārdu krājums, vārdu krājuma plašums un dziļums, pieaugušie studenti, motivācija, literatūra, romāns.

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## **A LIST OF ABBREVIATIONS**

- UNESCO – United Nations Educational, Scientific and Cultural Organization
- EC – European Commission
- OECD – The Organization for Economic Co-operation and Development

## INTRODUCTION

It is well known that the learners' vocabulary is a very interesting topic for researchers. Thus foreign language teachers find the vocabulary important to research. This topic is at the very top of the list of what to research. Teachers want to improve teaching and learning in the classrooms (Macaro 2005). What students think about the vocabulary is pointed out by S. Knight: "students of foreign languages cite vocabulary as their number one priority". Probably researchers have to ask why it is so that researchers, teachers and students are so concerned about the importance of vocabulary in foreign language learning. Why is the word so important in students' studies? Language as a whole is not built up from separate words but has smaller parts: morphemes and phonemes. There are parts bigger: clauses, utterances, sentences, monologues, dialogues, and other. Perhaps the word is an easy part to work with. But if to look in the dictionary then it gives a big amount of information about a word. A dictionary gives the meaning of the word, its transcription, the class of the word (verb, noun, etc.), collocations of the word, in what situation the word can be used (formal, informal), and origins of the word. Now it is clear that the word is not an easy part of the language to work with.

One of the reasons why vocabulary is important in language learning is that words are complex parts, words are related to other words, and other words are indicated and entailed by the words. The other reason is that sociolinguists find words as the main element in the social system of communication (Harley 1995). As it is known from educational studies in the native language the development of the vocabulary is a core of educational success. One more reason why vocabulary learning is essential is that it helps to communicate. The more words a student can recognize in a spoken or written text the more student can use words to understand what is not clear or recognized. Students who read more know more vocabulary which, in its turn, makes reading easier. There appears therefore to be a two-way causal link between the printed word and vocabulary knowledge (Macaro 2005). Words help students to communicate and understand the opponents. Students should enrich vocabulary to become skilled in the target language.

Vocabulary breadth and depth are essential topics to mention. The breadth of vocabulary knowledge may differ; a native speaker and a non-native speaker will have different breadths. The depth of vocabulary knowledge may also differ. The level of the depth depends on how much information was revealed to the student. There are also several difficulties in the process of enriching vocabulary.

The Latvian language is the native language for Latvians. Latvian students and pupils study the English language as well as other languages. So for Latvian teachers and students it is valuable to answer the question how to enrich vocabulary in a successful way.

So teachers, students and researches are interested in the topic of vocabulary enriching. It is important to point out that students have to learn not only words but also its affixes. A dictionary together with the teacher may help to reach this. One more issue about enriching the vocabulary is reading; it is important to read when enriching vocabulary. Additionally, breadth and depth of vocabulary knowledge should be taken into account as well.

The author consulted books of the following authors: Macaro, E., Nation, I. S. P., Read, J. Knowles, M. S. who describe different strategies how to enrich vocabulary. Besides, various authors have different opinions on the topic.

The **Aim** of The Diploma Paper is to find out whether it is possible to enrich vocabulary of adult learners at pre-intermediate level of English language with the help reading adapted novels.

The **Objectives** of the Paper are: to study literature about vocabulary, novels and adult learners; To make students' needs analysis with the help of a questionnaire; To do a Case study which includes – selecting the novels corresponding to students' level, designing and piloting lessons; Analyzing lessons, collecting and interpreting data from students; Receiving feedback from students.

The **Research Questions** of the Paper are: what vocabulary is and how to enrich it; how to evaluate vocabulary knowledge; what novels are and how different they are; who adult learners are and how to teach them vocabulary effectively.

**Hypothesis:** vocabulary of adult students at pre-intermediate level can be enriched with the use of adapted literature.

The author of the Paper has chosen a case study as a method of research; the research sample is a group of five adult students. Students are of different professions and age. The case study was carried out during two months.

The author of the Paper chose observation, questionnaire and interview as the methods of data collections.

### **Outline of the Chapters**

Chapter 1 describes what vocabulary is, what vocabulary consists of, the features of active and passive vocabulary. Besides it underlines the importance of vocabulary, its breadth and size.

Chapter 1.1 deals with problems in vocabulary enriching. Particularly it characterizes sources which students use, written and spoken language and understanding gained from the context.

Chapter 1.2 presents different activities, techniques and methods of vocabulary enriching.

Chapter 1.3 deals with evaluation types and when to use these types.

Chapter 2 tells how literature came into language lessons and why it is important to use literature.

Chapter 2.1 describes different novels and main movements of novels.

Chapter 2.2 acquaints with types of reading, particularly intensive and extensive reading.

Chapter 2.3 emphasizes the connection of vocabulary knowledge and reading comprehension, the breadth of vocabulary and its depth.

Chapter 3 characterizes adult students, and points out adults' peculiarities and deals with types of motivation of adult students.

Chapter 4 is devoted to the case study of the Paper.

Chapter 4.1 describes the sample group of the case study.

Chapter 4.2 describes the stages of the case study.

Chapter 4.3 deals with the lessons piloted during the case study.

Chapter 4.4 presents the gathered and interpreted data of the case study.

Chapter 5 presents main findings of the Paper.

## 1. VOCABULARY IN LANGUAGE ACQUISITION

The word vocabulary (or "vocab" ) refers to the words which are used in a language. "Vocabulary" can have at least three different meanings: all words of the language and new words which constantly are added to the vocabulary of English language; the words which are used in special context, this is medical language, business language or slang and other; and words which one person knows. The vocabulary which a person knows can be divided into two parts. These are active and passive vocabulary. The words which a person understands and uses is the active vocabulary, words that a person understands but does not or cannot use, is passive vocabulary. It is the same for native speakers. In person`s native language there are a lot of words which the person uses regularly when speaking or writing. These words are person`s active vocabulary. There are also many words which the person understands when hearing or reading them, but does not use in every day speech. These words are person`s passive vocabulary.

Vocabulary is extremely important for communicating and understanding other people. If a student has difficulties in reading comprehension then the student should concentrate on studying words in context. Every time the student should look up the word which is not clear in a dictionary. There are words in the English language which have several meanings. It is preferable to know all meanings of the word and how to use them in context. Prefixes, suffixes and root words are also important for understanding the word formation. It is essential to know collocations, too. Vocabulary can be always enriched. "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world"(Steven Stahl, 2005).

A student cannot master the vocabulary fully during the course, school or university. Vocabulary of a student deepens and expands during the whole life. There are many different strategies of enriching vocabulary and according to Michael Graves (2000) there are four components of effective vocabulary learning. These are: wide or extensive independent reading to expand word knowledge; instruction in specific words to enhance comprehension of texts containing those words; instruction in independent word-learning strategies; and word consciousness and word-play activities to motivate and enhance learning. Another professional Paul Nation, the teacher in the School of Linguistics and Applied Language Studies at Victoria University of Wellington in New Zealand writes about the principles when working with vocabulary. These are: keep the teaching simple and clear; do not give

complicated explanations; relate the present teaching to past knowledge by showing a pattern or analogies; use both oral and written presentation - write it on the blackboard as well as explaining; give most attention to words that are already partly known; tell the learners if it is a high frequency word that is worth noting for future attention; do not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. As to the author of the Paper then these components depend on student's needs, interests and motivation. There is no fixed formula which fits to everyone.

One more question to discuss about the vocabulary is its breadth and size. A typical native English language speaker has a vocabulary of about fifty thousand words (Aitchison 1994). How much vocabulary does a student need to communicate independently in the target language? This is a difficult question because a non-native speaker uses the target language for different aims. That is why a non-native speaker demands other breadth of vocabulary. Additionally, there is a difference between productive and receptive skills. Using receptive skills a student will need to know ninety five per cent of words for gist comprehension (Laufer 1989). And according to Nation's (2001) research, to read for pleasure in the target language the student will need to know ninety eight per cent of the words.

The breadth of vocabulary which a student uses for productive skills is less than for receptive skills (Macaro 2005). Altogether, to read easily an authentic academic text a student will need to know at least fifteen thousand words (Nation 2001). Besides of the necessity of wide vocabulary to produce the language, a student has to know much about each lexical part in order to use it correctly. It is connected to the 'depth of vocabulary knowledge'. In particular, a student must know answers to questions like: How is the word pronounced? How is the word written and spelled? What word parts are needed to express this meaning? What word form can be used to express this meaning? What items can the concept refer to? What other words can we use instead of this one? In what patterns must we use this word? Where, when and how often can we use this word? What words or types of words must we use with this one? These questions refer to form, meaning and the use of a word (Christopher N. Candlin and David R. Hall).

At this moment it is clear what the word means, what vocabulary is, that meaning of vocabulary may differ, why students' vocabulary is important and what the breadth and depth of vocabulary is. The next issue to discuss is the problems which may occur while enriching students' vocabulary.

## 1.1 PROBLEMS IN VOCABULARY ENRICHING

To enlarge vocabulary size for productive or receptive skills, one needs not only a dictionary. Actually, it needs educational assurance to overcome several difficulties. First, it is the size of a vocabulary which a student has to learn. Despite the discussion over how many words to learn and what exactly words to learn to be a proficient language user, there is no doubt that proficient readers learn words by the thousands. In addition, it is clear that without a teacher or instructor, the difference between proficient and less proficient student becomes more evident. Personal inequalities in vocabulary size of different students may cause a difficulty. One student may know many more words than the other in the same grade. Teachers know that the first student, whose vocabulary size is wider, will understand new ideas faster than the second student with low vocabulary. As it is written in the Texas Education Agency's article 'Early in children's lives, differences in word knowledge levels begin to appear. This, in part, is due to the varying of words children are exposed to within their homes and communities.' This emphasizes the significance of supplying students with exercises which enrich vocabulary in early age. (Texas Education Agency, 2002: 4-9)

The second difficulty lies in the different languages used in written and spoken English. The English language which is used in every day speech is poorer and not as varied as the written language. The reason for that is informative instruments (pitch, facial expression, gestures) which a speaker has but the writer has not. That is why the writer should use wider and richer vocabulary than a speaker. Besides, face-to-face conversation presupposes common information which two friends already know and do not need to specify. Furthermore, different languages in written and spoken English can cause problems for students who learn English and have problems with vocabulary. Lack of vocabulary may be unrecognised because of speaking fluency. If a teacher does not know about student's fluency and low reading comprehension then in the end there will be a student who is proficient in speaking but incompetent in text understanding.

The other difficulty is the lack of information about the words and where to find them. Learning by themselves students have three places where to find information about words. These are: dictionary, word parts and context. These sources are significant but not perfect. Even though a dictionary is the important aid in vocabulary learning, not all students know how to use it. Students often are focused only on definition or finding the translation only. This causes narrow knowledge of the word and its short life in students' memory. Students

frequently are at a loss when reading information about a word in the dictionary. Particularly, students cannot understand the information about a word usage in a sentence. Additionally, after checking mistakes which students made when writing sentences using definitions, examiners understood that this exercise was “pedagogically useless” (Texas Education Agency). It is also difficult for students to choose the right translation or definition corresponding to the context. Moreover, a definition which may be clear for the adult student could be cumbersome for young students. In contrast, a too easy definition could be unsuccessful in describing correct meaning of a new word. The other aspects which may provide students` vocabulary developing are the word parts. Suffixes, prefixes and roots will help in word creation. However, knowledge of word parts cannot give full information about the meaning of the new word. For instance, words with similar parts but unrelated meaning. The words like casual and casualty, emerge and emergency, sign and resign, sign and design or awe and awful (Texas Education Agency). Another point to write about is a context. Students receive a large amount of information about a word from the context if the text is relevant. However, students will benefit from reading and getting information about a word from the context, if they are reading constantly. In summation, the usage of dictionaries, word parts and context requires high metacognitive thinking and interest in language. Not all students have these characteristics, so a teacher could be a solution. The teacher will help to find out the right meaning of the word, will explain differences in meanings and will explain what dictionary to use and how to use it.

To conclude, the above written presents main difficulties in vocabulary enriching. These are differences between students` levels, the difference in spoken and written language, lack of information about the words and unclear context. So, with the teacher who will take all these points into account the process of enriching the vocabulary knowledge will be easier. The other question is how exactly to enrich the vocabulary. This topic is discussed in the next sub-chapter.

## **1.2 WAYS OF ENRICHING VOCABULARY**

There is a wide range of methods, different approaches and activities, which are effective in enriching vocabulary knowledge. Merging vocabulary with different activities, teaching vocabulary in context, giving students more information about the word is improving students` vocabulary knowledge.

One useful technique to introduce vocabulary to students is by showing objects and models. Many words can be taught with the help of objects, but this technique will fit more the beginner students. Another similar technique is to introduce words by demonstrations and pictures. The teacher may perform as well as students, such words as jump, smile, sleep and other. This technique again will fit more the young students. Pictures, word maps, charts can be used to enrich students' vocabulary. As well as illustrated dictionaries will be a useful aid. Flashcards and worksheets with pictures may be used to illustrate new words. One more way how to present the words is to describe the origins of the words. The name of this technique is "Etymology". Sometimes it is easier to understand the origin of the word than just its semantic meaning. When a word seems difficult or strange to a student, it is worth explaining the origin of this word or ask students to look up the origin in the dictionary. Also the teacher can draw pictures to describe the word to students. For students this may be a fun way to understand the word. It is not vital for the teacher to be a perfect drawer. These pictures are needed just to give a clear idea about the meaning of the word. The meaning of qualities, actions, relations and things can be explained by these pictures. Another way to present vocabulary is "associated vocabulary". These are words from one topic. For instance, the words: arm, leg, head, backbone, fingers and others will be presented together in the context of "parts of the body". Another way how to present and explain the new vocabulary is to analyse the words. This means to break the words down to the smaller parts, such as the root and the affix. It is known that roots are less than words in the language. This means that explaining and analysing affixes and roots will help to teach a great amount of words. Additionally, the teacher can use a dictionary to present and explain the new vocabulary. There students can find diverse information about the word. But as this had already been discussed, the teacher should teach students how to work with the dictionary. When students know how to work with a dictionary this may encourage them to work independently in the classroom and at home. One more important way to enrich the vocabulary is to present the new words in the collocations. This is broadly approved that collocations are an essential part of the language and are crucial to non-native speakers. Collocations are needed to students to communicate easily. It is important to know which words go with which. Besides the collocations, there are synonyms and the antonyms. Synonyms may be presented to introduce slight differences of the meaning, when a synonym is known to the students. Synonyms help to develop students' vocabulary knowledge and supply students with a diverse choice of additional words. The teacher should explain to the students that synonyms have a slightly different meaning and not all synonyms may be used in one situation. The same is

with antonyms, only antonyms show opposite meanings. Students may play different games with synonyms and antonyms to enrich the vocabulary knowledge. Another interesting thing to say about the vocabulary enriching is homonyms. These are the words of one language which have a similar pronunciation in spite of difference in origin, spelling and meaning. Sometimes homonyms may be spelled the same. The teacher should draw students' attention to homonyms. This is needed for students not to be confused when the homonym is met. Also the students' vocabulary knowledge may be enriched with the help of drawing the word map. These maps may be different. This depends on the teacher or students or the topic what map to make. After drawing the map the words from the map may be discussed together with the teacher. Another important part of the language is idiom. An idiom is an expression, the meaning of which differs from the meaning of every word in this expression. The idiom is a part of everyday speech that is why it is important to know idioms. Students will enjoy working with idioms, finding out idiom's meaning and origins, because often the idiom has nothing in common with the words in it. So the teacher should point students' attention to the idioms as well as to the phrasal verbs. These verbs consist of the verb and the preposition or the adverb. The meaning also differs from every word in the expression. Including phrasal verbs in the students' vocabulary will enrich it greatly. There are very many phrasal verbs in the English language. Moreover, these verbs are used very frequently in both the written and spoken language. Besides, teachers use phrasal verbs every lesson: put hand up, sit down and others. Another interesting way to enrich students' vocabulary knowledge is to use crossword puzzles. It is a game type activity to revise vocabulary or teach new words. Next essential issue to bear in mind is word formation. The student must know the process how words are formed. The teacher should provide students with the morphological rules and reveal ways of how new words are formed. This means, to explain rules which describe how morphemes are connected to form a new word. Another way to improve students' vocabulary is to read aloud. Students are introduced to the word and at once may improve pronunciation. New vocabulary may be presented also in systems or scales, especially when speaking about seasons of the year, ordinal and cardinal numbers, days of week and other. Putting parts of a year or week or day in correct order will help to understand this material better. Degrees of adjectives, emotions and other words could be also presented in a scale or a system. Also it is worth writing about a role play. The atmosphere during the role play is close to real that is why the role play is a good way to practice the vocabulary. Role play gives students a possibility to practice vocabulary in different social roles and topics. Besides, it is very beneficial to use video to present new vocabulary and then work on that video using different activities

which were presented earlier and other. Teacher may also use the video without the sound, but then activities will differ. This depends on the video whether it is useful to watch it with or without the sound. The last technique which the author of the Paper would like to discuss is teaching words in context. There are researchers who agree that vocabulary should be learnt in context. The words which are presented without the context are mainly not kept in mind. Additionally, to understand the whole meaning of the word the student must see how this word appears in the text. In interesting, vivid context which is close to the life the attention of the students to the new vocabulary will be higher. With the vocabulary taught in context a lot of different activities, methods and techniques could be implemented.

In this chapter different ways of enriching vocabulary were discussed. After presenting and teaching the new vocabulary, next question is how to evaluate the vocabulary knowledge of the students. There are several evaluation types which are revealed in the next sub-chapter.

### **1.3 EVALUATION OF VOCABULARY KNOWLEDGE**

Evaluating the vocabulary knowledge of foreign language is judicious and essential. It is essential in the meaning that the words are building parts of the language, parts the sentences, the paragraphs and the texts consist of. The vocabulary knowledge of native speakers grows unconsciously during whole life while for the non-native speaker it is a conscious and challenging process. Moreover, sometimes on advanced level the students feel the shortage in the vocabulary knowledge of the foreign language. Many students see the foreign language learning as the matter of learning the vocabulary, so the students learn the long lists of the unknown words. Thus, the vocabulary is essential in foreign language teaching, it requires testing. Tests are needed to follow students' progress and enrichment of vocabulary knowledge.

Before testing the vocabulary knowledge it is essential to find out what to evaluate. The teachers of the foreign language consider test as a list of separate words with translation or definition. So vocabulary learning is considered as a process of memorizing lists of foreign words. From this view teachers should evaluate the knowledge of translation, definition, meaning (explained with own words) or synonym. Moreover, tests are needed to reveal students' depth of knowledge of the active vocabulary. "In turn, it highlights the complex

nature of vocabulary learning, which involves a great deal more than just memorizing the meaning of a word” (J. Read, 2000).

Another question is when to give the test and evaluate the vocabulary knowledge. Test can be done before introducing a new topic to find out students’ needs and knowledge. Evaluation can take place during the process, with the goal to improve it. Evaluation can be cumulative, drawing lessons from what was done. The main purpose of vocabulary knowledge evaluation can be to determine the quality of vocabulary knowledge.

There are several evaluation types. These are formative, summative, process, outcome and impact evaluation. Formative evaluation evaluates vocabulary knowledge during lessons in order to make early improvements and also help to refine or improve the lessons in the future. Formative evaluation is used when starting a new method and to help in the beginning.

Summative evaluation sums up the growth of students’ knowledge at that exact moment. This test is made after some time of working on topic. The aim of the test is to evaluate learning up to that moment. With the help of this test it is possible to find out students’ weaknesses.

A process evaluation examines the real development and accomplishment of the exact lessons. It demonstrates whether the teacher and the students met aims and accomplished approaches as was planned. Usually this type of the evaluation is made at the end of the course. Outcome evaluation assesses the difference that happened as an effect of a course. An impact evaluation demonstrates deeper changes of a long term course.

Vocabulary tests depend on the test designer, what this designer understands under “vocabulary knowledge”. There are different understandings what “vocabulary knowledge” is. For some teachers it is the knowledge of spoken and written form or pronunciation and spelling or other. As the author mentioned earlier vocabulary knowledge is compound.

Majority of vocabulary tests are based on measuring just one feature. It is comprehension of meaning or production skills or vocabulary use. There are also tests which measure several features at once. There is a connection between vocabulary knowledge and reading comprehension in the foreign language. A greater number of researchers (Macaro, E., Candlin, M.F., Nation, I.S.P.) concentrate on the connection between breadth of vocabulary knowledge and reading comprehension. Little acknowledgements are granted to the role of other elements of vocabulary knowledge in reading comprehension. There are researchers (Qian, D.D, and Nation, I.S.P.) who have noted the importance of depth of vocabulary knowledge in attitude to reading.

This chapter discussed the ways of evaluating vocabulary. It is up to the teacher and situation in the classroom which type of evaluation to use. And as there is the connection between reading and vocabulary, then it is worth finding out the role of literature in enriching vocabulary. This topic is dealt with in the next chapter.

## **2 ROLE OF LITERATURE IN ENRICHING VOCABULARY**

For a long time the foreign language teaching and the teaching of literature was considered as two separate and distinct activities. The reading of literary texts is considered as a task that will fit only advanced students. In the 1970s this separation of language and literature teaching was abolished. Researchers in language acquisition started to speak about using literature in the language classrooms. After some time, authentic materials came into student books in the shape of advertisements, brochures, menus, schedules, and other items used in daily life. Nevertheless, literature was still not used as an acceptable material for language learning. It would be useful to give lessons in which culture, literature, and language are taught as a whole.

Reading of interesting literature could be a motivating factor not only for adult learners, but also for other learners as well. Literature improves students' foreign language vocabulary with such features as language in use, rich spoken language and authentic language and culture. The implementation of literature in the classroom has to be selective, because there is a wide diversity of the literature.

The Literature can be seen as the wide means of supply of the authentic language. In the authentic language there are the native speaker linguistics and the language in use. Moreover, there is represented beautiful spoken language in the cultural context.

Language in use makes its way through average lesson that is set up by unnatural grammar of the textbooks. Textbooks have grammar structures, vocabulary and other material which could guide students to the question of what language, American or British English, students are learning. Consequently, literature with its linguistic, and explanation, from the teacher will demonstrate American and British English and differences between these languages. So, literature with its authentic language is a great aid to enrich students' vocabulary knowledge.

Through literature students receive and develop a closer relation with the foreign language. Vocabulary enrichment through literature and in context is less forgettable. Literature supplies students with the clear understanding about the literal language of the written text and the contrast between the spoken and written language. Written skills may be improved by reading the literature and vocabulary knowledge enrichment will also take place.

At this point it is clear how literature came into the language lessons. Literature may motivate students more and literature appears to be a rich aid to authentic language. Concerning this particular Paper, further chapters will present the discussion about the role of novels in vocabulary enrichment and diversity of novels.

## **2.1 DIVERSITY OF NOVELS**

A novel is a fiction in prose of a certain breadth. In other words, it is a form of an extended fictional prose narrative. It is different from allegory, which serves to teach a moral lesson and from romance. The novel proceeded from the want to depict and define human character. The reader of a novel is entertained and supported in a deeper understanding of life's problems. The basics of the novel come from several sources: Elizabethan prose fiction, French heroic romance and Spanish picaresque tales. The word "novel" is an English translation of the Italian word "novella". This word was used to explain a short, brief, realistic tale which was favourable during the medieval period. The novel tells about human character in social conditions and as a social being. The most stress is put on the character. Another characteristic of the novel is realism; this is an authentic picture of human life. The traditional novel has a united and believable plot structure, strongly individualized and believable characters, and an extensive illusion of reality.

There was a general request for the novel. With the growth of the middle class in the middle of the 18<sup>th</sup> century, more people could read and they had money to buy the literature. People were interested in autobiography, biography, magazines, diaries, memoirs. The major 18<sup>th</sup> century novelists in England were Daniel Defoe, frequently called the founder of the modern English novel; Samuel Richardson, Henry Fielding, Jane Austen and others.

It should be kept in mind that literal eras are not fixed. Novelists' works from one era may have more in common with novelists from another era. There were different eras, for instance, Romantic novels or Victorian novels.

Romantic novel means romanticism. It is a movement in art and literature which began in late 18<sup>th</sup> century in Europe. This movement was the most powerful in the first half of the 19<sup>th</sup> century. Romanticism supports a return to nature; creation is over the sense and mental state over mind. One strain of the Romantic is the Gothic with its emphasis on tales of horror and the supernatural. Major romantic novelists were Charlotte Bronte, Emily Bronte, Herman Melville and others.

The Victorian era is characterized by the reign of Queen Victoria of England. In the Victorian times the novel was established as main literary form. In addition, the novel was the most unique literary achievement. Novels were published monthly; one chapter in one month. It enabled even poor people to buy these parts of novels. The novelists of the Victorian era confirmed middle class values, treated the problem of the individual's adjustment to society, gave priority to well-rounded middle-class characters, represented the hero as an intelligent man of virtue, believed that human nature is basically good and lapses are errors of judgment corrected by experience. The Victorian novel attracted readers because of its realism, description of everyday world which the reader could understand, introduction of characters that were mix of virtue and vice, tries to display the natural growth of character, expressions of emotion: love, humour, suspense, melodrama, pathos, moral seriousness and goodness. Major Victorian novelists were Charles Dickens, William Makepeace, George Eliot, Thomas Hardy and others.

The United States of the second half of the 19th century was marked by rehabilitation from the Civil War, by the movement from country areas to the cities, and the growth of industrialism and business. There were protest movements, guided by unions or blacks or feminists, challenged the status quo. Writers started to reject the romanticism and insisted that local events were suitable for describing. Realists had a strong reason to be active and mirrored the real life. Naturalism, which received popularity in the end of the 19th century, is mainly described as a new realism. In an attempt to reach very great objectivity and honesty, naturalistic novelists described characters of low social and economic class shaped by environment and heredity. In addition, characters were moved by animal passions.

After 19<sup>th</sup> century follows 20<sup>th</sup> century, literary historians describe two phases of 20<sup>th</sup> century literature. Modern literature is from 1900 till 1945 and contemporary literature is from 1945 to the present. Great events of the 20<sup>th</sup> century are World War One, The Great Depression, World War Two, Hiroshima, The Cold War, and others. These events and key thinkers like Charles Darwin, Karl Marx, Friedrich Nietzsche, Sigmund Freud, Albert Einstein and others, have influenced the novels of the 20th century. In the 20th century people faced emptiness and doubts about: the existence of God, the domination of the human race in creation, the primacy of reason in human activities, the perception that life is self-evidently worth living, the nature of reality. The period of 20<sup>th</sup> century is characterized as the period of change. In other words, there were developments in air and space travel, in telecommunications, in social area, in equality of the sexes. Genres of the novel overlap and vanish, the rise of metafiction starts.

The literature of the next period frequently is called as post-modern or neo-modern literature. Many authors experiment with metafiction. This literature was influenced by World War II, Holocaust, nuclear destruction, rise of television, race riots and other key events. Television is promoted as an intention to decline the national literacy. American novelist Bernhard Malamud said that no one knows how to tell a story anymore. Now the features of fiction are the anti-hero who was a rebel, a victim. Surrealism and black comedy become popular.

Postmodernism means a movement away from the modernism and against it. Both modernism and postmodernism are used to describe a wide range of attitudes and wide approaches to the novel. Mainly postmodernism pretends that man is governed by authority, for instance church and traditions. With modernism affected by Enlightenment and humanism, people reject authority and traditions. Now people are interested in sense and scientific findings. The professor Mary Klage says: "Modernity is fundamentally about order: about rationality and rationalization, creating order out of chaos". Novels of postmodernism are mainly characterized with several typical features: playfulness with language more used untraditional narrative form, experiments with the form of the novel, untraditional character development, blend of "high art" and popular culture, interest in metafiction.

In conclusion, it is worth saying that any novel is an interesting aid to learn from. The main difficulty is to choose which novel to take. It is extremely important that the novel, with its plot should not offend an adult student. So before choosing a novel it is preferable to discuss with students which authors are desirable or which time period not to consider. Another question is how to read the chosen novel. This question is revealed next sub-chapter.

## **2.2 READING NOVELS**

While reading is enriching vocabulary knowledge of native and non-native speakers, it is worth finding out how to read the novels for better success. Notion's research pointed out that a small number of vocabulary acquisition happen from reading (Notion, 2001). But this small number of words may increase strongly depending on text. Difference is between intensive reading and extensive.

Intensive reading includes short texts, no more than five hundred words. Intensive reading concentrates on grammar, vocabulary and conversation about the text. Texts for

intensive reading usually are supplemented with activities on grammar, vocabulary, comprehension and conversation.

Extensive reading concentrates more on the meaning of the text. There are two types of extensive reading: the aim of the first type is the growth of the vocabulary, the aim of the second is reading fluency. Extensive reading includes reading of long texts. To enrich vocabulary with the help of extensive reading the text should include about five per cent of unknown words. Research of extensive reading using adapted literature for non-native speakers showed that these texts provide a positive environment for vocabulary enrichment (Notion, 2001). To enrich vocabulary successfully there should be a large amount of reading and the level of the text should be corresponding to students' level. There are several advantages of extensive reading.

The first advantage is that reading is an independent activity which means each student will enrich vocabulary with the needed words. Without pointing out unneeded words the time will be saved. The second advantage is that when choosing which novel to read students' interest and motivation increases. And the last is that reading takes place in comfortable time for the student.

An important issue about extensive reading is that the active vocabulary should be repeated through all text. Otherwise there will be low use from the extensive reading. This may be managed in two ways. First is to give a great amount of extensive reading at the corresponding level. And the second is to supplement extensive reading with vocabulary activities. Also texts should be much longer than in intensive reading.

Now it is clear what extensive and intensive reading is. After discussing the opportunities for reading it is important to find out the connection between reading novels and vocabulary. This question is examined in the next sub-chapter.

## **2.3 NOVELS AND VOCABULARY**

The connection between vocabulary knowledge and reading comprehension is complicated and changing. Scientists have proposed various versions to characterize the connection between vocabulary knowledge and reading comprehension. There were suggested three theories named "instrumentalist", "aptitude", "knowledge" (Anderson and Freebody, 1981). In the instrumentalist theory, vocabulary knowledge is a main prior condition and causative aspect in comprehension. In order to implement good comprehension

a student has to have good vocabulary knowledge. In the aptitude theory vocabulary knowledge is a consequence of high intellect. Simultaneously good reading comprehension is a consequence of high intellect. There are other consequences which might involve high intellect; these are the competence to understand spoken explanation and the ability to understand non-verbal puzzles. In the knowledge theory good vocabulary knowledge indicates wide world knowledge. This wide world knowledge helps in reading comprehension. The reader not only takes the information from the text but also brings it to the text. It is complicated to read about quantum physics if the reader knows nothing about it. One more theory named “access” was offered by Mezynski (1983). In the access theory the connection between vocabulary knowledge and reading comprehension is in easy access to the vocabulary. The access may be enhanced with the help of practice and includes several aspects, namely, speed of word recognition, fluency of linguistic access and speed of coping with affixed forms. For students the connection between vocabulary knowledge and reading comprehension is more difficult. This difficulty may occur when a student starts to read the foreign language texts without any knowledge of vocabulary. This means that vocabulary knowledge for students plays a more valuable role in reading comprehension. So when choosing a novel the teacher should think about the language of this novel. If students cannot read the authentic text then choose a corresponding adapted text. It means to choose the level of an adapted novel corresponding to the level of students.

Another issue to speak about is the breadth of vocabulary. This is vocabulary knowledge or a number of words that one student knows. Speaking about a native speaker the breadth of vocabulary means absolute number of words which this speaker knows. However, speaking about a foreign language student’s breadth of vocabulary means the number of high frequency words which this student knows. Vocabulary breadth tests that are used for proficiency or placement aims should contain the broadest range of word families. An evaluation of absolute vocabulary breadth can be achieved applying two methods. The first method is based on collecting from a dictionary. The second method is based on the word families which are arranged by frequency. The dictionary collecting method includes choosing a dictionary that contains the number of word families that students are expected to know. The difficulty with this method is that these words are likely to have extending entries. This may spoil the outcome. The second method to evaluate the breadth of vocabulary is to choose word families corresponding to frequency. Generally, most frequent word families are brought together into the first thousand most frequent words, the next thousand, and so further. Similar tests are mostly used with students with low level of English

language vocabulary, mostly foreign language speakers of English (Nation, 1990). Breadth of vocabulary knowledge is also important in vocabulary enriching. So it is preferable to choose an adapted novel corresponding to students' knowledge.

Besides this aspect there is one more issue to discuss. This is the depth of vocabulary knowledge. Depth of knowledge means not only understanding of the meaning of the word. It means to know the meaning, pronunciation, collocations, spelling, syntax and morphology of the word. There are two major ways for assessing the depth of vocabulary knowledge. According to several authors these are developmental and dimensional approaches. The first, developmental approach uses a graduated system to characterize levels of acquisition of the word. The second, dimensional approach characterizes the level of acquisition assessing different categories of word knowledge. In addition researchers consider dimensional approach to be more valuable. Assessing several categories of vocabulary knowledge will save the time. Qian (1999, 2002, and 2004) used the depth-of-vocabulary-knowledge (DVK) measure. This researcher made the examination of the connection between the foreign language vocabulary knowledge and reading comprehension. This measure tests student's depth of receptive vocabulary. Synonymy, collocation, and polysemy are measured. However, this author advised to be careful in generalizing the outcomes of the tests. That is because this conception was implemented only partly. So the depth of the vocabulary knowledge is important in understanding the text of the novel more deeply.

Vocabulary knowledge has a very essential influence on reading comprehension. Many researches demonstrate that the breadth of vocabulary knowledge, the depth of vocabulary knowledge, and reading comprehension interact with each other. That is why it is reasonable to enrich adult students' vocabulary with the help of novels. Another important topic to discuss is peculiarities of adult students. This question is revealed in the next chapter.

### **3 PECULIARITIES OF ADULTS AS STUDENTS IN LANGUAGE LEARNING**

In the dynamic condition of the developing world, the idea of lifelong learning appeared. This means that people are learning during whole life. The education of society improved, technologies are developing, along with technologies the work places are changing. Because of these reasons the adult learning becomes important. To provide adult students with education, it is essential to understand adults' motivation and difficulties. Adult students have their own experiences, views of the world, biographies and their own understanding of the learning process. Additionally there are internal and external powers which influence adults' actions and decisions. These powers also form adults' motivation and difficulties in learning. The teacher should to find out students' motivation and difficulties to teach successfully. Motivation and difficulties in learning are developed in individual and social environment. This means that individual is intrinsic and social is extrinsic. Understanding of intrinsic and extrinsic motivation and difficulties helps the teacher to find the way how to help and motivate students.

Adult students can be characterized after the age, maturity, or being a non-traditional student. More sensible characteristic to define an adult student will be the age. Organizations as UNESCO, EC and OECD describe an adult learner as a person of 24 to 65 years old. Moreover, characteristic based on age will make the classification, selection and evaluation of adult students easier. Also adult students may be categorized after employment and unemployment. It means that students may be unemployed, employed and retired. Adults are definite students in the sense of experience, motivation, readiness.

Malcolm Knowles, the founder of andragogy, the science about techniques and methods used to teach adult students, listed adult students' characteristics: 1) students' self-concept moves from one of being a dependent personality toward being self-directed human being; 2) adults' accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning; 3) students' readiness to learn becomes oriented increasingly to the developmental tasks of social roles; and 4) adults' time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness (M. Knowles, 1980; 44-45). Based on Knowles' characteristics and age as a

determination of adult students, then an adult student is twenty four and over years old self-directed person who is ready to learn and apply new information in social life and include this information in the reservoir of experience.

It is generally agreed upon that in education young students better acquire information that is essential in order to achieve the progress to the next step of the development. This process is named as “developmental tasks”. Every developmental task creates so called “readiness to learn” which at the highest developmental point creates a “teachable moment”.

For instance, first children learn to crawl, and when children have a strong need and wish children start to learn to walk. The same happens with adult students; developmental tasks, readiness to learn and teachable moments are produced. The difference between children and adults is that children are doing it because of physiological development and mental maturation. But adults are doing this because of development of social roles. Judging from that adult students go to learn when there are wish and readiness for that.

The teacher also has to consider that adult students have different phases of adult years and different social roles. These phases of adult years, “early adulthood,” “middle age,” and “later maturity”, identify social roles. In different roles readiness to learn changes. The worker is ready to learn anything to receive a job, after receiving a job a worker is ready to master it, in the next step the worker is ready to study special skills for that job; next step will be to get a higher position. This transformation in developmental tasks in adult life which a teacher should take into account is shown in the *Figure 3.1* (See Appendix No.7). The teacher should take these developmental tasks into account and organize the learning process corresponding to interests and abilities of the students and their age.

Together with the adult students’ environment, motivation and developmental tasks it is important to discuss the adult students’ peculiarities more deeply. This topic is revealed in the next sub-chapter.

### **3.1 PECULIARITIES OF ADULT LEARNERS**

There are several characteristics with which an adult student differs from the average student from school and university. Adult students have already their own experiences in education, social and working life. These experiences have a strong effect on how and why students learn. Whenever every student has personal learning needs, there are several features which are in common for adult students.

Adult students have their own experiences and knowledge in different areas. Students are likely to do practical learning exercises which they may connect to prior knowledge and skills. Adult students are sensible and have awareness of what activities will have most impact on their success. These students are eagerly able to reveal new information and connect it to previous knowledge. Also adults have their own beliefs, opinions and values which were built up during their life in different areas. These concepts cannot be declined and must be respected.

Students work more when they are motivated with inner motivation. So, adult students are motivated intrinsically; by an interest, desire or a need. But sometimes the motivation may be extrinsic. This happens when a student is encouraged to visit the course by the employer. Moreover, adult students, as well as other students learn better when the learning material is interesting and is related to students' needs. For better learning students' attention must be fully concentrated on the activities and learning material.

Adult students learn differently according to their personality, intellectual and cognitive ability, and level of knowledge. Strategies and methods which the teacher will use for adult learners must correspond to students' characteristics. The atmosphere in the classroom must be united, cooperative and free. Adult students must understand what they are doing and why. Adult students are matured and ask the same attitude. Furthermore adult students are oriented to reach the goal. Adults have particular needs and do not like listening to long theory. Instead, it is preferable to apply the theory in the practise.

These students are independent, self-conducted and self-dependent; every student has own pace of work. Besides, adult students are practitioners and it is preferable to get immediate use from students' goals. Another issue to discuss is that adult students may be tired during lessons because students are learning after work. That is why it is preferable to change teaching methods and techniques not to make boring lessons.

A problem might emerge with students' age in the classroom. Sometimes adult students worry about being the oldest student in the group and worry about working capacity comparing with younger students. So, the teacher should create a friendly atmosphere for students to feel comfortable.

From all the peculiarities of adult students it is worth pointing out the motivation of adult students. This topic has a great impact on learning of adult students. That is why it is preferable to discuss this topic more closely.

## 3.2 MOTIVATING FACTORS FOR ADULT LEARNERS

There are two types of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is connected with interest, curiosity, investigation and inspiration. Conversely, extrinsic motivation comes from outside of a student; it is connected with achieving a reward like grade or money. Adult students are motivated by some external factors, such as promotions, salaries, and demand from authorities. However, intrinsic motivation which helps adult students to deal with problems in life, work achievement, self-respect, life status and chance to self-actualize, tend to be more powerful (Knowles, 1980). Students always have both motivations but one is dominant.

Speaking about intrinsic motivation then learners who have intrinsic motivation are interested more in the learning process. These students are happier about the studies, perceive the material faster and easier, keep in mind what was learnt for a longer time, implement received knowledge more frequently than other students, demonstrate better achievements, and feel more proficient. Adult students motivated with intrinsic motivation do not ask any encouragement because the learning itself is motivating.

Contrary, extrinsic motivation comes from outside of the adult students. And it is characterized with the desire of passing the examination or receive financial reward, higher position and other factors. Students motivated with extrinsic motivation are less interested in the learning process, not excited about the process, study irregularly, have worse results than other students.

Motivation which causes students to come and learn may be influenced by the teacher. Teacher's attitude to the students and to the process of teaching and learning should be professional and enthusiastic. Teacher's task, which may be vital for adult students, is to organize positive and friendly atmosphere in the classroom. For instance, when learning new skills, or enriching knowledge, or achieving a goal, the students are at risk to make a mistake. Adult students learn from their own mistakes, widening experience. Though adults are suffering how other students will react on performance, whether student's performance will be competent enough comparing to others. That is why, it is important to make adult students feel comfortable among other students.

Motivation is an important moving force for the adult students and must be sustained and increased. In the classroom the teacher should do everything that depends on the teacher to increase and sustain students' motivation with adult students to come to success.

Taking into account all the topics highlighted in the previous chapters concerning vocabulary acquisition, role of the literature in vocabulary enriching and peculiarities of adult learners the author of the Paper carried out the case study and describes it in the following chapters.

## 4. CASE STUDY IN VOCABULARY LESSONS WITH ADULT STUDENTS

The Aim of The Diploma Paper was to find out whether it is possible to enrich vocabulary of adult learners at pre-intermediate level of English language with the help of reading adapted novels. The author of the Paper studied the literature about vocabulary, novels and adult learners, made students' needs analysis with the help of a questionnaire. The case study was carried out from the start of October till the end of November. During the case study the author of the Paper selected the novels corresponding to students' level, designed and piloted lessons, analysed lessons, collected data from the students, interpreted and received a feedback from students.

The author of the Paper performing the study of theoretical literature found out what vocabulary was and how to enrich it, discovered ways of evaluating vocabulary knowledge, as well as what novels are and their diversity, and explored who adult learners were and how to teach them vocabulary effectively.

The author of the Paper decided to carry out this particular case study because of the interest in vocabulary enriching. As it is already known the interest to the vocabulary from the teachers, students and researchers is high. The vocabulary enriching is one of the most important tools in the language acquisition. Therefore to acquire the foreign language it is essential to have rich vocabulary. Vocabulary is a key to students' understanding of the English language which students hear and read in the world around. To communicate well with other people it is essential to build up wide vocabulary knowledge. As Wilkinson said, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." (Wilkinson, 1972).

After deciding what topic to research there was a question about students' age group. As school age children have the opportunity to enrich vocabulary at school, but adults need other opportunity, the author of the Paper decided to offer adult people to take part in the case study. The offer was made to adult people and five adults decided to take part.

The next question was about what method to use. There is a big variety of methods how to enrich vocabulary. These methods have advantages and disadvantages. The author of the Paper is fond of reading and wanted to use reading as means in enriching adults' vocabulary knowledge. The questionnaire of needs analysis also showed that students wanted to enrich vocabulary with the help of reading literature. The sample group which took part in

the case study, stages of the case study, piloted lessons and gathered data of the case study is discussed in the next chapters.

#### **4.1 SAMPLE GROUP OF THE CASE STUDY**

As it was previously mentioned, the author of the Paper offered adult people of different age to take part in the case. Five of them decided to take part. These were four women and one man. The author of the Paper would like to reveal the basic personal information about the students.

Karina. Karina is thirty one years old, graduated university in 2004, bachelor of psychology. Karina was attending an English language course which was finished at pre-intermediate level. Karina lives in Riga and likes to travel very much, already travelled to Germany, France, Great Britain and Russia. Karina's native language is Russian and English language was learned at school and courses, so Karina does not know any other language. From the questionnaire it is known that sometimes it is difficult for Karina to find appropriate word and automatically remember needed word or expression. Karina wrote that would like to enrich vocabulary with the help of reading literature. Karina better understands information when it is read or heard. Karina decided to take part in this case study because was interested in vocabulary enriching with the help of reading.

Alina. Alina is studying at university at this moment and there is also an English language course. Alina's level of English in the university is pre-intermediate. Alina said that it was difficult to find the appropriate word and remember the needed expression. Alina also wanted to enrich vocabulary with the help of literature. Alina decided to take part in this case study because of enriching the vocabulary knowledge and did not want to miss the chance.

Ekaterina. As well as Alina, Katya is studying at university. Katya's level of English language is pre-intermediate. And for Katya it is also difficult to find and remember words and expressions when needed. Ekaterina also expressed the wish to enrich vocabulary with the help of literature. Ekaterina decided to take part in this case study because she wanted to enrich the vocabulary knowledge.

Diana. Diana is from forty and up years old. School Diana finished many years ago. Diana's native language is Latvian and Russian language is known very well. But Diana told about own independent studies of the English language at home and pointed out that her level of English was at pre-intermediate. Diana expressed the wish to enrich vocabulary with the

help of literature. Diana decided to take part in this case study because was interested in the English language as such; Diana likes reading very much and wants to enrich vocabulary.

Egor. Egor is twenty six years old, graduated professional school in 2007. Egor lives in Riga and likes travelling, too. Egor's native language is Russian. For Egor it is difficult to find the appropriate word or expression when it is needed. Egor decided to take part in this case study because of interest in English language and wish to go to live and work abroad. For the future Egor may need the English language.

From the lesson observation the author of the paper may conclude that all students are highly motivated. Students always were prepared to the lesson. Just one student missed one lesson. Students liked the lessons because students' mood during the lessons was good and almost every lesson the atmosphere in the classroom was cheerful. Students with eagerness discussed unknown words, found translations and posed interesting questions. Students mostly used translations working with texts. Own words were used to express new unknown words during the lesson. Students were working in the group every lesson. About high motivation and students' success indicate also received feedback from the students and discussion about both texts in the end of the lessons. In the following chapter the author of the Paper is describing the stages of the case study, explains what was done during the preparation for the case study.

## **4.2 STAGES OF THE CASE STUDY**

The author of the Paper is discussing the stages of the case study in this chapter. So after establishing the group of adult students the author of the paper designed a questionnaire to find out students' needs. Students gathered one day together and filled the questionnaire.

Interpreting the data from the questionnaire the teacher may describe the group of students from the case study. In the group there were four women and one man, all students are of different ages. All students were learning English language in school, university or courses. As was pointed in the questionnaire students' level of English is pre-intermediate.

After students marked about the wish to enrich the vocabulary knowledge with the help of literature it was important to discuss what exactly literature to use. In discussion with students it was found out that students would like to read the novels. After discussion the teacher offered students several adapted novels which corresponded to pre-intermediate level. These were adapted novels of "Penguin readers": "Hamlet", "Sense and sensibility", "The

Count of Monte Cristo”, “Titanic”. Students chose “Sense and sensibility” and “The Count of Monte Cristo”. So books were chosen and the lessons could start.

But before piloting the lessons the teacher designed the observation sheet (see Appendix No. 1) to observe students during lessons and put down notes of the lesson. Teacher also designed plan of the lessons to manage to read books in time, prepared questions to the text in order to discuss what students learnt from the text and find out students’ predictions about the novel. The teacher also prepared a discussion about both texts in order to find out whether students used words from the texts in the discussion. Also teacher designed the tests in order to receive the feedback from the students. There were two tests and students wrote these tests in the end of each novel. As all preparations were made the lessons could start. About the lessons, what had happened during the lessons and discussions are revealed in the next sub-chapter.

### **4.3 PILOTING VOCABULARY LESSONS**

For the first lesson students had to read first two chapters of the novel “Sense and Sensibility”. All students had printed adapted novels and had translations in the texts or in notebooks. Despite the fact that students met for the first time the atmosphere in the classroom was pleasant and students’ behaviour was not constrained. First of all, the teacher and students discussed if someone had read this book in the mother tongue. All students said that no one had read this book in the mother tongue. The teacher asked the students about the title of the novel and it turned out that no one had translated the title of the book. That is why the title of the novel was discussed. After this students together with the teacher discussed the words from the text which students translated. Then the teacher checked whether students understood several words from the text which students had not noted. Further, after discussing the words, the teacher asked students questions about students’ predictions what would happen next in the book. After discussion of probable continuation students and the teacher started to read the next chapter of the novel and discuss unknown words. Students were asked try to guess unknown words from the context. The teacher noted that at home students translated words into students’ mother tongue, but at the lesson tried to explain in students’ own words. The group discussed different words from the text but more deeply words: *cheaply* and *happily*. The teacher asked students to translate these words. These words

were translated as adjectives. Then the teacher asked students to find sentences in the text where these words were used. These were: “*They can live very cheaply*” and “*Of course! Yes, that’s what my father wanted, ` John decided happily*”. The teacher asked students to discuss these two sentences more deeply. The sentences were translated word by word. After discussion students understood that these were not adjectives but adverbs. The formation of the adverbs was explained and discussed. The teacher asked the students to pay attention to the adverbs reading the novel. During whole lesson students were working in the group.

Next lesson the teacher started from the questions about what happened in the previous lesson. Students were asked about the adverb formation. Then the teacher asked about students’ predictions what would happen next in the novel. All students had notes and texts in the classroom. That day students together with the teacher were reading Chapter four. Students were reading the novel one by one. All students took part in the discussions and explanations. Unknown words were explained with the help of own words, but some words were translated. Every student tried to guess the meaning of unknown word and helped group mates. The teacher asked whether students knew words: *forward* and *towards*. Students together with the teacher discussed these words and the difference between these words. The atmosphere in the classroom was cheerful, everyone was in good mood. The teacher asked students to read at home Chapters five and six.

One student was absent. But all other students were present and managed to read chapters at home. The teacher noticed that students did not have definitions of the unknown words but had translations. Before discussing the words the teacher asked students to remember what happened in the novel and what students thought would happen next. While discussing Chapters five and six the word *politest* appeared. The teacher asked students explain the meaning of this word in own words and then to translate. After this students were asked to remember degrees of adjectives. This was done successfully. After the teacher together with the students remembered irregular forms of adjectives. The students pointed attention to the expression *escaped from lips* which was discussed and understood. And the word *headache* was discussed more deeply. The teacher asked students to remember other words with *-ache* which students knew. Also the phrase *relative of mine* was discussed. Students were asked to explain the meaning of this phrase and give examples. Together in one group discussing the sentence in which this phrase was used students managed to understand the meaning of this phrase. Then the teacher asked students to translate the word *sadness*. This word was discussed in the group. Students found the sentence, where the word was from, in the text. Students were asked to give more examples. Before finishing the lesson

the teacher asked students' predictions about the end of the novel. All students were involved in the discussions during whole lesson. The atmosphere was cheerful.

The next lesson students came to the lesson prepared. The students together with the teacher discussed what had happened in the novel previously, remembered discussed topics about adverbs, adjectives and nouns. After this students continued reading the last chapter of the novel in the classroom. Students discussed unknown words together with the teacher; discussed the word *cold* as noun and as adjective. The students gave examples in sentences. At this lesson students finished the novel. For the next lesson the teacher asked students to repeat all topics that were discussed during the lessons and words from the text.

This was the last lesson about the novel "Sense and Sensibility". At this lesson students wrote the test (see Appendix 2) on the words from the novel which students discussed and highlighted during previous lessons. Students had one lesson time to finish the test. Students told about the desire to receive the mark for the test. The aim of the test was to check students' understanding of discussed words and word formations. And if there are difficulties then help to solve.

First thing to discuss at this lesson was the test. The teacher gave students the corrected tests. Students asked questions to the teacher about mistakes, the teacher gave answers. After this discussion students together with the teacher started to read a new novel "Count of Monte Cristo". All students printed novels out and brought texts to the lesson. Students read this novel in the mother tongue; those who had not read watched the movie on the novel. The teacher noticed that the majority of the students were interested in the second novel more than in the first. First of all students discussed the title. The teacher did not ask students' predictions about the novel; asked remember the plot of the book. After remembering the plot of the book students together with the teacher started to read the first chapters. More deeply students discussed: *take place, buying and selling, as black as night, a dirty piece of work, in the name of*. Students pointed attention to the: *widely, hungrily* and remembered formation of the adverbs. All students worked in the group. The atmosphere was cheerful and students were in good mood.

This lesson started from remembering what had happened in the previous chapters and started the discussion of the words from the chapters which students read at home. All students had notes and texts and were prepared to the lesson. After discussion students continued reading of the novel till the chapter eight. All students were involved in discussion. More deeply were discussed these words and expressions: *full of tears, touches my heart,*

*darkness, carelessness, hopelessness, angry with.* The atmosphere in the lesson was cheerful. All students were working in group. At home students had to read chapters eight and nine.

Lesson started with remembering of previous chapters and continued with the discussion of the chapters which students had to read at home. All students had texts and were prepared for the lesson. After discussion of the chapters eight and nine students continued reading chapters ten and eleven. During the discussion and reading students together with the teacher discussed the translated and unknown words. Between discussed words were: *greyness, happiness, useful skill, lifted up, liquid, bedclothes* to which students paid more attention. Students were working in group and all students were involved in the discussion. The atmosphere in the lesson was enthusiastic. For the next lesson students had to read chapters twelve and thirteen.

Traditionally this lesson started with the discussion of previous chapters, continued with chapters which were at home and after discussion continued reading last two chapters of the novel. As usual, students had texts in the classroom and were prepared for the lesson. Students had translations of unknown words from the chapters twelve and thirteen and tried to explain unknown words from the next chapters with students' own words. All students were involved in the discussion. More deeply students discussed: *badly, exactly, hungrily*; Students paid attention to the *kindness*. Also these words were discussed: *skilful, thoughtful, handful, for hours, custom officers, bars of gold*. In the end of the lesson students practiced to pronounce: *Mediterranean Sea*. The atmosphere in the classroom was pleasant, all students in good mood. Next lesson students will have a test.

This was the last lesson about the novel "The Count of Monte Cristo". This lesson was devoted to the test (see Appendix 3) on words from the novel which students discussed and highlighted during previous lessons. Students were writing the lesson. For this test students also wanted to receive the mark. The aim of the test was to check students' understanding of discussed words from the text. And if there was a problem, then discuss it and solve.

The last lesson of the case study was devoted to the discussion about both texts. The aim of the discussion was to find out whether students used words from the text to speak about the novels. The teacher prepared questions about the novels (see Appendix4), explained the rules to the students and conducted the discussion. From the discussion it became clear that students managed to use active vocabulary from both novels in the conversation about the novels (see Appendix 4). The next step is to interpret the gathered data from the

questionnaires, observation sheets and interview which students gave to the author of the Paper in the end of the case study.

#### **4.4 GATHERED AND INTERPRETED DATA OF THE CASE STUDY**

Interpreting the received information from the questionnaire (see Appendix 5) the author of the Paper is able to inform about the following aspects: students' age and gender, previous knowledge of the English language and its level, about students' difficulties in the English language, about students' information acquisition habits.

Students who took part in the case study were of different age groups and mostly in the group there were women. To be more precise there was one man in the group. Previously students were learning the English language in different institutions but the level of English language was the same. Students wrote in the questionnaire about particular difficulties which appeared while speaking or writing which were connected with the lack of vocabulary. Students pointed out that they understood information better when this information appeared in the text form. Students did not prefer diagrams, tables, and maps. For the majority of the students it was preferable to organize words by the class (nouns, verbs and other).

Other data were received from the observation sheets. Students were always prepared to the lesson and had translations. This may testify about students' motivation and eagerness to learn. Students used more translations than definitions or explaining in their own words. Students used translations at home and described unknown vocabulary in own words during the lessons. This may serve as proof that for adult students it is more understandable to receive translation of the word in the mother tongue instead of getting the definition of the word or a synonym. Thus after trying to describe the unknown vocabulary in their own words students asked for a precise translation. Every lesson students were discussing words and questions together; there were no students who remained silent. This may testify that students felt comfortable and confident within the group. During the whole case study students were working in a group; the two lessons when students were working independently were tests. During the whole period of learning the atmosphere in the classroom was cheerful and positive. This testifies that the teacher managed to organize comfortable environment for the

group where students felt free and respected which is extremely important for adult students. These data are shown in *Figure 4.4.1*

Another source of data collection was interviews (see Appendix 6). From the interviews the author of the Paper may conclude that reading familiar novels for adult students is easier and more interesting. Students do not waste time on understanding who is who, when there are many heroes in the novel and pay more attention to the language itself. And when the plot of the novel is familiar it is easier for students to understand what happens when the text is difficult. Some students were learning the vocabulary additionally at home, but for others it was enough to discuss the vocabulary during the lessons. Another issue which helped students to remember the words was the discussion of word formation. Students told that after the discussion they started to recognize these words better. Another issue was the discussion of phrasal verbs and idioms. Students remembered these words and expressions better after the discussion and connecting them to the context of the novel. Students pointed out that it was better to work with the teacher than individually. The teacher may help with the translation and guide to the right direction. For adult students it is more useful to work in the group. Some students may highlight the words in the text which other students may think students know. But during the discussion it turns out that these words are unfamiliar to students. During the discussion adult learners share ideas, experience and may consult each other that brings to the result. All students felt comfortable within the group, which indicates comfortable and friendly environment.

As students pointed out that it was easier for them to learn words when these words were organized by word class and the teacher drew students' attention to the word class of the new word as well. So the teacher was sure that students were aware of the word class. The teacher together with students organized one word class words in the group. And in the tests this also can be seen. Students also wanted to receive marks for the test; as it is seen in *Figure 4.4.2* students succeeded in the studies.

The preparations were made, literature was studied, the case study was carried out, and the data were gathered and interpreted. It is left to highlight the main points of the research and to draw a conclusion of the case study.

## CONCLUSION

The author of the Paper discovered that the topic of the vocabulary enriching is interesting for the majority who is concerned with the learning and teaching a foreign language. Students must learn and teachers must teach not only the word itself but also affixes of the word and its formation. The dictionary is an important aid in learning but a teacher should teach the students how to use it correctly. Another aid of enriching vocabulary is reading. Also the teacher should take into account such features as breadth and depth of vocabulary knowledge.

The author of the Paper built the clear understanding what the word was and what vocabulary was. The author of the Paper showed that the meaning of “vocabulary” may differ, this depends on different situations; that students’ vocabulary with its breadth and depth is important and it expands during the whole life. The author of the Paper described the features of passive and active vocabulary.

The Paper also presents main difficulties in vocabulary enriching, as well as explains that different students’ levels, difference in written and spoken languages, lack of information about the needed vocabulary and too difficult text may cause problems in enriching adult students’ vocabulary. The Paper indicates that the process of enriching the vocabulary will be easier and go faster under the guidance of the teacher. The teacher should take all these points into account and should be able to organize students’ studies accordingly.

Different ways of enriching the vocabulary knowledge are revealed in the Paper. And it is clear that the teacher may use any activity or technique in the classroom which is convenient and corresponds to the students, but the teaching words in context turned out to be the most effective.

Another important issue discussed in the Paper is evaluation of the vocabulary knowledge of the students. There are several types of evaluating the vocabulary knowledge and it is up to the teacher which type to use; however, the most important issue found out was that the teacher should evaluate not only knowledge concerning the meaning of the word but also breadth and depth of the vocabulary knowledge.

The connection between reading and the vocabulary was also stated in the Paper. Literature plays a great role in vocabulary enriching, it helps students to understand better and build the relation to the foreign language. Students learn better the vocabulary which is

connected to the literature, precisely, to the context. In literature students see literal language and build understanding of difference between the spoken and literary language. Another advantage is that the written skills may be improved by reading literary works. So literature is a rich wealth of authentic material for enriching vocabulary knowledge.

This Paper discussed literature and novels in particular. The novel is an interesting means to learn from, especially for adult students. The author's study showed that it was better to consult the adult student which novel to choose. It is known that the novels may be different and may appeal to the adult learner with its plot or ideas. So before choosing the novel it is important to discuss the authors and the time period with the students.

One more important issue about the novels is how to read. There are two types of reading and extensive reading refers to the novels; which means reading in big amount and understand from ninety five to ninety eight per cent of the words.

Now it is clear that vocabulary has influence on reading comprehension, the same refers to vocabulary breadth and depth. That is why the teacher should enrich the students' vocabulary with the help of novels. In the novel students can understand slight differences in the meaning and usage of vocabulary and with it develop vocabulary breadth and depth.

Another important topic discussed in the Paper is adult learners, along with the learning environment, adult learning motivation and developmental tasks. Adult students' peculiarities is an important issue for the teacher to take into account. It is worth pointing out the motivation of adult students as motivation has a strong impact on learning of adult students and is an important driving force for the adult students. Motivation must be sustained and increased during the whole learning process. The author of the Paper may conclude from the case study that this task was reached.

Concerning the aim of the Paper then judging from the discussion, test and interview the teaching process went successfully. All students wrote the tests successfully, and it is seen in *Figure 4.1.2*. Students used words from active vocabulary during the discussion about two novels they had read (see Appendix 4). While reading and discussing the new unknown words and formation of these words the vocabulary of students was enriched.

Thus the aim of the Paper was reached, the objectives fulfilled and the research questions answered.

## 6. THESES

- Vocabulary means not just a list of words; it means also morphemes and phonemes, breadth and depth. Vocabulary is important for communication and reading comprehension; vocabulary of non-native speakers is expanding during whole life.
- Problems in vocabulary enriching: working only with dictionary is not enough, speaking fluency may hide the lack of vocabulary, lack of information about the words and a teacher is needed for productive learning.
- There are many different ways of enriching vocabulary: illustrative materials, words description, associated vocabulary, words analysing, collocations, synonyms, antonyms and homonyms, word maps, idioms and phrasal verbs, crossword puzzles, word formation, systems and scales, role plays, videos and literature. It depends on the teacher what to choose.
- There are several types of evaluation: formative, summative, process, outcome and impact evaluation. Each type has its own aim and the teacher will decide what type of evaluation to use and when.
- The literature plays an important role in vocabulary enriching and may supply students with authentic language. Interesting literature may enhance students' motivation and improve different features of the language. With the help of literature students develop closer relation with the foreign language.
- There is a wide diversity of novels: romantic novels, Victorian novels, naturalistic novels, modern literature, and post-modern literature. Genres of the novels may overlap that is why the novel for reading with adult students should be chosen with caution.
- There are different types of reading novels: intensive reading and extensive reading; each type has its aim. Intensive reading includes short texts and concentrates on grammar, vocabulary and conversation but extensive includes long texts and concentrates on the growth of the vocabulary or the reading fluency.

- Vocabulary is strongly connected with reading and reading comprehension. There are three theories describing this connection. Great role in reading comprehension play the breadth and depth of the vocabulary knowledge.
- Adult students have own age peculiarities and developmental tasks which may influence students' studies. The teacher should take into account these peculiarities and developmental tasks.
- Adult students have own life and learning experience, different types of motivation which influences learning process.
- Adult students may be motivated differently: intrinsically, this is inner motivation or extrinsically, this is motivation from the outside world. The teacher should take it into account and maintain students' motivation.

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**Appendix No.1**

**Observation sheet**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

1. *Students have their texts and notes with them.*

<i>Yes</i>	<i>Not all of them</i>	<i>No</i>
<i>Notes:</i>		

2. *Students have their translations or definitions in their notes or texts. Completed homework.*

<i>Yes</i>	<i>Not all of them</i>	<i>No</i>
<i>Notes:</i>		

3. *Students explain words by:*

<i>Definition</i>	<i>Translation</i>	<i>Own Words</i>
<i>Notes:</i>		

4. *Students ask questions to the teacher.*

<i>Yes</i>	<i>Not all of them</i>	<i>No</i>
<i>Notes:</i>		

5. *Students ask and discuss questions between each other.*

<i>Yes</i>	<i>Not all of them</i>	<i>No</i>
<i>Notes:</i>		

6. *Students are involved in discussion.*

<i>Yes</i>	<i>Not all of them</i>	<i>No</i>
<i>Notes:</i>		

**7. Atmosphere in the classroom:**

<i>Cheerful</i>	<i>Pleasant</i>	<i>Boring</i>	<i>Gloomy</i>
<i>Notes:</i>			

**8. Students work:**

<i>In group</i>	<i>In pairs</i>	<i>Independently</i>
<i>Notes:</i>		

**9. Discussion and notes about the text:**

--

**10. Lesson summary:**

--

**11. Attendance:**

<i>Name</i>	<i>Signature</i>
<i>Karina</i>	
<i>Ekaterina</i>	
<i>Alina</i>	

<i>Diana</i>	
<i>Egor</i>	

*Observer`s signature* \_\_\_\_\_ *Date* \_\_\_\_\_

## Test

## Sense and Sensibility

Name \_\_\_\_\_

Points \_\_\_\_\_

**Exercise 1**

Underline correct word.

1. Why do they need money? They can live very \_\_\_\_\_ (cheap, cheaply).
2. 'Of course! Yes, that's what my father wanted,' John decided \_\_\_\_\_ (happily, happy).
3. Mrs. Dashwood disliked Fanny, and wanted to leave \_\_\_\_\_ (immediately, immediate).
4. She thought \_\_\_\_\_ (careful, carefully) about everything.
5. He doesn't seem to feel \_\_\_\_\_ (strong, strongly) about books and music, or Elinor's beautiful pictures!
6. The new house was cheap and they could live there \_\_\_\_\_ (easy, easily).
7. She was very different from her daughter – a large, happy woman, who talked a lot, and liked to laugh \_\_\_\_\_ (loud, loudly).
8. Lady Middleton was only interested in her four \_\_\_\_\_ (noise, noisy) children.
9. 'Ask them, please, mother,' Elinor said \_\_\_\_\_ (anxious, anxiously) to Mrs. Dashwood.
10. 'You are \_\_\_\_\_ (probable, probably) surprised,' Lucy continued, 'because it's a great secret.'
11. 'I am not writing to her!' said Marianne \_\_\_\_\_ (quickly, quick)
12. Marianne's face was white now! 'Go to him Elinor! He must explain! \_\_\_\_\_ (Sure, Surely) there's some mistake!'
13. Marianne was unnaturally quiet now and sleeping \_\_\_\_\_ (heavy, heavily).

**Exercise 2**

Put these words in the sentences. Be careful, there are more words than you need.

*Sad, ill, sadness, coldness, illness, cold,*

1. Marianne was very unhappy, but she also enjoyed her \_\_\_\_\_ a little.
2. She was unhappy about Edward's \_\_\_\_\_, but she did not want to show her feelings.
3. I heard about Marianne's \_\_\_\_\_, and at once my love for her came back into my heart!

**Exercise 3**Replace words in *italics* with words from the text.

1. He had *lots* of money from his mother, and Fanny was also *considerably* rich.  
\_\_\_\_\_
2. 'Well – *maybe* we can give them a present,' said Fanny. \_\_\_\_\_
3. 'Yes, that's what my father wanted,' John *concluded* happily. \_\_\_\_\_
4. He was not bad man, but he listened to his *egotistical* wife too much. \_\_\_\_\_



Test

Count of Monte Cristo

Name \_\_\_\_\_

Points \_\_\_\_\_

**Exercise 1**

*Insert correct word.*

*wrapper; water; burial place; footfall; tomahawk; waterside; to live next to; demand; consent; protector; barrier; a lot of money and jewels; unlighted; hated person; administration; ware; cobbler; person which possesses a ship; metallic money; jewel;*

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. What is a liquid .....     | 11. What is a bar .....        |
| 2. What is a grave .....      | 12. What is a coin .....       |
| 3. What is an axe .....       | 13. What is the reaches .....  |
| 4. What is a treasure .....   | 14. What is a darkness .....   |
| 5. What is a shore .....      | 15. What is an enemy .....     |
| 6. What is neighbor .....     | 16. What is a government ..... |
| 7. What is an envelope .....  | 17. What is the goods .....    |
| 8. What is a request .....    | 18. Who is shoemaker .....     |
| 9. What is a permission ..... | 19. Who is shipowner .....     |
| 10. What is guard .....       | 20. What is footsteps .....    |

**Exercise 2**

*Write correct word using active vocabulary.*

- A tool for cutting wood \_\_\_\_\_
- An open place with walls or buildings around it \_\_\_\_\_
- The head of the prison \_\_\_\_\_
- The head of the government of a country \_\_\_\_\_
- A member of a government \_\_\_\_\_

**Exercise 3**

*Insert correct word in the sentence.*

*Greyness; kind; careless; hopelessness; happy; kindness; carelessness; grey; happiness;*

- The man was angry with him for his \_\_\_\_\_
- Who is the man who can talk at the same time about God and about \_\_\_\_\_
- The frightening \_\_\_\_\_ of death passed over his face.

13. You bring me great \_\_\_\_\_

14. God will love you for your \_\_\_\_\_

#### Exercise 4

Write sentences with these words:

*Hungrily; wildly; completely; immediately; nearly; dirty; sharp; weak; full of tears; silvery; take place; join; pay; belong; disagree; excitement; underground; adventure; entrance; prison*

.....  
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#### Exercise 5

Match words with their synonyms.

- |                   |                |
|-------------------|----------------|
| Sail              | Light in color |
| Hide              | Travel         |
| Knock             | Approximately  |
| Writing           | Beat           |
| Pot               | Intelligent    |
| Shopkeeper        | Kettle         |
| Pale              | Merchant       |
| Wise              | Unfamiliar     |
| Strange           | Not curved     |
| Straight          | Handwriting    |
| Almost            | Valuable       |
| Useful            | Very dark      |
| As black as night | Conceal        |

#### Exercise 6.

Translate into English using active vocabulary.

- |                |                     |
|----------------|---------------------|
| Медленно _____ | Тень _____          |
| Скверно _____  | Закон _____         |
| Страх _____    | Разрушить _____     |
| Широкий _____  | Течение _____       |
| Близко _____   | Слитки золота _____ |
| Покрытый _____ | Спящий _____        |
| Гордый _____   | Узкий _____         |

**Questions for discussion**

Discussion questions for “Sense and Sensibility”

1. Name the main heroes of the novel.
2. Why Mrs. Dashwood with her daughters had to leave and why?
3. Who helps to Mrs. Dashwood?
4. Where and how does Marianne meet Willoughby?
5. What does Marianne do first in London?
6. How does Colonel Brandon ask Elinor to help Edward?
7. Does money play important role in the novel?
8. What can you say about Colonel Brandon and Willoughby?

Discussion questions for “The Count of Monte Cristo”

1. Name the main heroes.
2. Who are Edmond and Mercedes and what relationships do they have?
3. Who are Danglars and Edmond and what relationships are between them?
4. What role Danglars played in the Edmond’s life?
5. Where Edmond get information about treasure?
6. How Edmond became rich?
7. How Edmond named himself in the end of the book and why?

Students used:

--

Questionnaire for students

Questionnaire

1. What is your name?

\_\_\_\_\_

2. What is your age?

1-9;  10-19;  20-29;  30-39;  40...

3. What is your gender?

- male                       - female

4. Where did you learn English?

- school     - university     - courses     - private lessons

- other \_\_\_\_\_

5. What was your level of English at school (university, courses)?

Beginner;  Elementary;  Pre-Intermediate;  Intermediate;  Upper-Intermediate;

Other \_\_\_\_\_

6. Is it difficult for you to find appropriate word while speaking?

Yes, it is.                       Other \_\_\_\_\_

No, it is not.

7. Do you automatically remember needed word or expression?

Yes, I do.                       Other \_\_\_\_\_

No, I do not.

6. I would like to enrich my vocabulary with the help of:

- newspapers

- magazines;

- classic literature;

- fiction and non-fiction stories

- fairy tales;

- other \_\_\_\_\_

9. I better understand information:

When I hear it

Other \_\_\_\_\_

When I read or write it

From pictures, tables and graphs

10. I like to make diagrams, tables, word – maps.

Yes, I like.                       Other \_\_\_\_\_

No, I do not like.

11. Is it easier for you to remember words if they are organized by class (verb, noun)?

Yes, it is.

No, it is not.

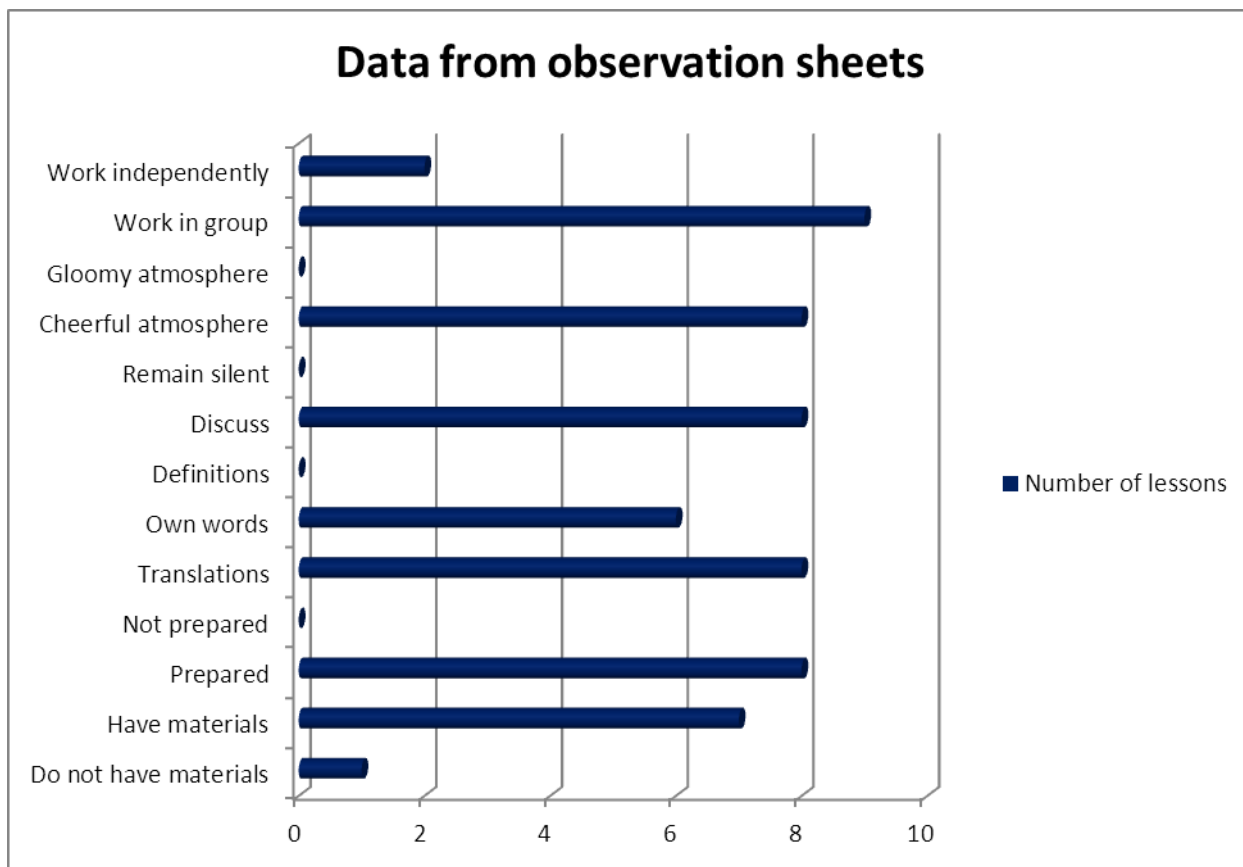


Figure 4.4.1 Gathers data from observation sheets.

Interview takes place on 19<sup>th</sup> of November, 17:30

Interviewed person: Student Karina

- Добрый день Карина! У меня есть несколько вопросов по поводу наших уроков. Было ли сложно читать?
- Читать было не сложно, было первый сложно читать, потому что незнакомый сам текст и такой по- мне сложный.
- Было ли интересно читать?
- Было интересно читать. Первый было интересно потому что я его и на русском языке не читала, а второй ну-у-у-у-у, вспомнить.
- Кроме обсуждения слов на уроках, учила ли ты слова дополнительно?
- Учила, но больше помогло именно обсуждение на месте.
- Помогло ли тебе в запоминании слов обсуждение их формирования?
- Да, однозначно, запомнилось как формируются.
- Полезно ли было обсуждение фразеологических глаголов и идиоматических выражений?
- Да, потому что когда переводишь в словаре отдельно каждое слово, они оказывается переводятся совершенно по- другому.
- Если бы была возможность выбирать, ты выбрала бы: читать, переводить и учить слова сама или под руководством педагога?
- Под руководством педагога, потому что опять же в словаре не всегда правильно переведёшь.
- Как ты считаешь, обогащать словарный запас с помощью литературы для взрослых студентов продуктивнее в группе или индивидуально?
- В группе, потому что некоторые слова, ты можешь думать что ты их знаешь, а когда в группе идёт обсуждение, другие называют другие слова, оказывается что ты их тоже не знаешь.
- Как ты себя чувствовала в группе во время уроков?
- Абсолютно свободно.

- Все ли задания, инструкции и объяснения учителя тебе были понятны?
- Да, конечно.
- Какая была причина твоего согласия на уроки?
- Интерес, а-а-а, к этой методике, как она может помочь увеличить словарный запас.
- Спасибо за твоё участие и ответы!

Interview takes place on 19th of November, 18:10

Interviewed person: Student Diana

- Добрый день Диана! У меня есть несколько вопросов по поводу наших уроков. Было ли сложно читать?
- Не было сложно. Хотя в первой книге отвлеклась на героев и их связь, а во второй роман я читала на русском и фильм смотрела.
- Было ли интересно читать?
- Да, интересно было особенно вторую, сравнить английский и русский варианты.
- Кроме обсуждения слов на уроках, учили ли ты слова дополнительно?
- Особо не учила, просто просматривала и вспоминала обсуждения.
- Помогло ли тебе в запоминании слов обсуждения их формирования?
- Да, помогло. После обсуждения стала быстрее улавливать в тексте эти формы.
- Полезно ли было обсуждение фразеологических глаголов и идиоматических выражений?
- Конечно, чаще всего совсем непонятно как их переводить.
- Если бы была возможность выбирать, ты выбрала бы: читать, переводить и учить слова сама или под руководством педагога?
- Скорее под руководством так как педагог может направить.
- Как ты считаешь, обогащать словарный запас с помощью литературы для взрослых студентов продуктивнее в группе или индивидуально?
- Продуктивнее в группе, так получаешь больше информации и идей.
- Как ты себя чувствовала в группе во время уроков?
- Чувствовала себя уверенно и свободно.
- Все ли задания, инструкции и объяснения учителя тебе были понятны?

- Всё было понятно и ясно.
- Какая была причина твоего согласия на уроки?
- Обогащение своего английского языка, стараюсь уловить любую возможность.
- Спасибо за твоё участие и ответы!

Interview takes place on 19th of November, 17:40

Interviewed person: Student Ekaterina

- Добрый день Катя! У меня есть несколько вопросов по поводу наших уроков. Было ли сложно читать?
- Нет, читать было несложно. Ну потому что больше половины было понятно, а то что было непонятно надо было переводить, в принципе было несложно.
- Было ли интересно читать?
- Вторую было интереснее чем первую. Сюжет понравился больше во второй чем в первой книге.
- Кроме обсуждения слов на уроках, учили ли ты слова дополнительно?
- Дополнительно, да. Текоторые мы разбирали на уроках? Да, учила.
- Помогло ли тебе в запоминании слов обсуждения их формирования?
- Да.
- Полезно ли было обсуждение фразеологических глаголов и идиоматических выражений?
- Да, было полезно, потому что так было понятнее, когда обсуждали.
- Если бы была возможность выбирать, ты выбрала бы: читать, переводить и учить слова сама или под руководством педагога?
- Под руководством педагога. Потому что педагог объясняет, так легче.
- Как ты считаешь, обогащать словарный запас с помощью литературы для взрослых студентов продуктивнее в группе или индивидуально?
- Продуктивнее в группе, ... потому что в группе ведётся обсуждение и легче запоминается.
- Как ты себя чувствовал(а) в группе во время уроков?
- Свободно.
- Все задания, инструкции и объяснения учителя тебе были понятны?
- Да, понятны.

- Какая была причина твоего согласия на уроки?
- Пополнение своего словарного запаса.
- Спасибо за твоё участие и ответы!

Interview takes place on 19th of November, 17:50

Interviewed person: Student Egor

- Добрый день Егор! У меня есть несколько вопросов по поводу наших уроков. Было ли сложно читать?
- Читать сложно не было, основной текст был понятен.
- Было ли интересно читать?
- Было интересно потому что на русском эти книги не читал, когда-то фильм смотрел про графа.
- Кроме обсуждения слов на уроках, учили ли ты слова дополнительно?
- Учил, но чаще просто просматривал тексты и записи.
- Помогло ли тебе в запоминании слов обсуждение их формирования?
- Да, точно обсудили, запомнилось.
- Полезно ли было обсуждение фразеологических глаголов и идиоматических выражений?
- Полезно, сам бы не перевёл.
- Если бы была возможность выбирать, ты выбрала бы: читать, переводить и учиться слова сама или под руководством педагога?
- Под руководством всегда лучше.
- Как ты считаешь, обогащать словарный запас с помощью литературы для взрослых студентов продуктивнее в группе или индивидуально?
- Думаю что в группе, можно посоветоваться с другими.
- Как ты себя чувствовал в группе во время уроков?
- Хорошо.
- Все задания, инструкции и объяснения учителя тебе были понятны?
- Всё понятно было.
- Какая была причина твоего согласия на уроки?
- Язык пригодится если за границу уедешь, отдыхать или работать.
- Спасибо за твоё участие и ответы!

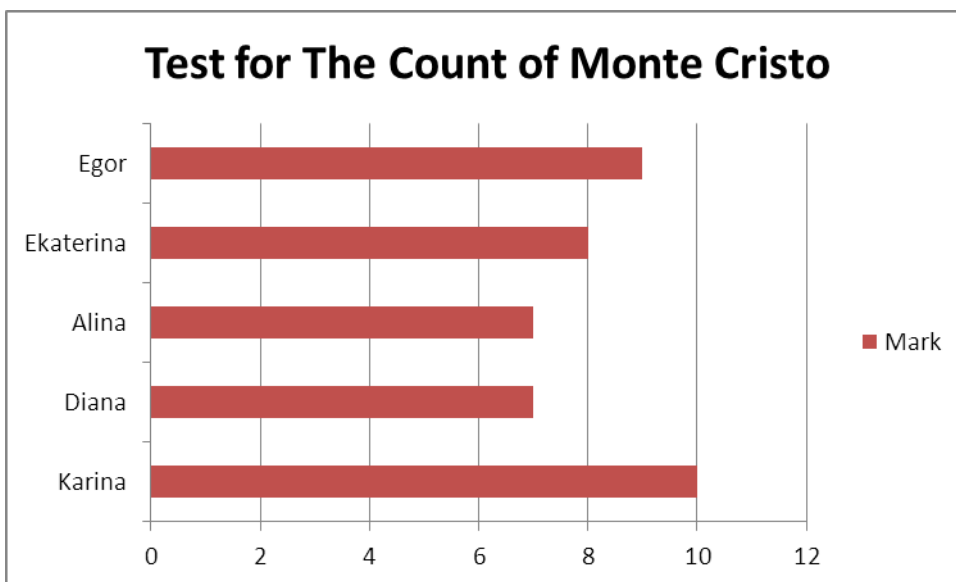
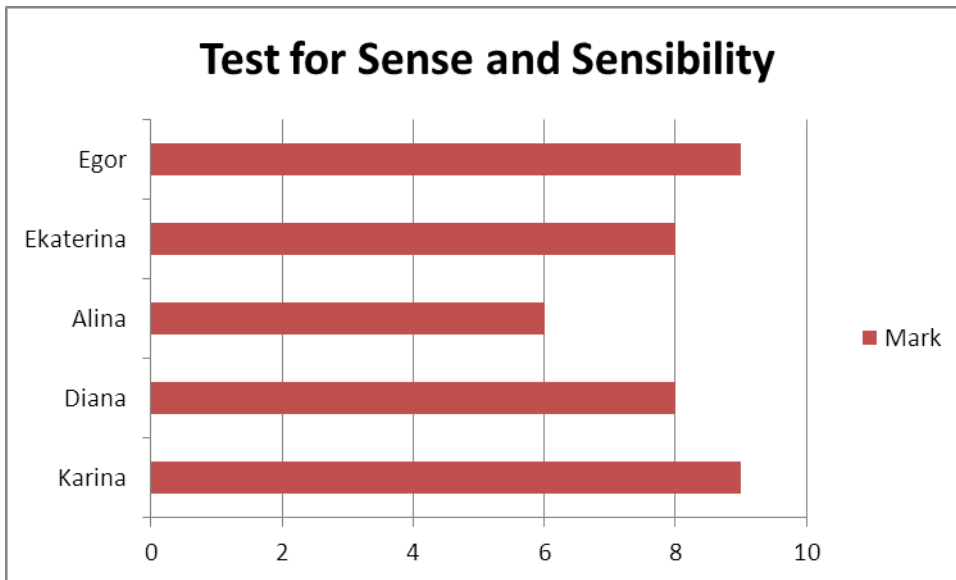
Interview takes place on 19th of November, 18:00

Interviewed person: Student Alina

- Добрый день Алина! У меня есть несколько вопросов по поводу наших уроков. Было ли сложно читать?
- Да, нет, не особо было сложно, а-а-а первый было немного легче как мне показался текст, а-а-а сюжет интригующий, завораживающий, но второй тоже ничего такой.
- Было ли интересно читать?
- Да, однозначно, было интересно. Больше понравился второй, то есть первый.
- Кроме обсуждения слов на уроках, учили ли ты слова дополнительно?
- Естественно, это же было необходимо для контрольной.
- Помогло ли тебе в запоминании слов обсуждение их формирования?
- Конечно помогло.
- Полезно ли было обсуждение фразеологических глаголов и идиоматических выражений?
- Конечно это было полезно чтобы было легче усвоить какие-то слова.
- Если бы была возможность выбирать, ты выбрала бы: читать, переводить и учиться словам или под руководством педагога?
- Только под руководством педагога, так как педагог это всё же не интернет, он лучше расскажет.
- Как ты считаешь, обогащать словарный запас с помощью литературы для взрослых студентов продуктивнее в группе или индивидуально?
- Однозначно в группе, так как идёт массовое обсуждение слов.
- Как ты себя чувствовала в группе во время уроков?
- Раскрепощённо.
- Все задания, инструкции и объяснения учителя тебе были понятны?
- Да, вполне понятно, нам повезло с преподавателем, настолько понятно и красочно объясняла.
- Какая была причина твоего согласия на уроки?
- Во-первых, очень сильно хотелось как-то пополнить свой, свой лексикон английского языка и такой шанс выпал.

- Спасибо за твоё участие и ответы!

**Appendix No. 8**



*Figure 4.4.2* **Feedback from the Tests**

## Appendix No.9

Early Adulthood (ages 18 to 30):	<ul style="list-style-type: none"><li>-Selecting a mate</li><li>-Learning to live with a marriage partner</li><li>-Starting a family</li><li>-Rearing children</li><li>-Managing a home</li><li>-Getting started in an occupation</li><li>-Taking on civic responsibility</li><li>-Finding a congenial social group</li></ul>
Middle Age (ages 30 to 55):	<ul style="list-style-type: none"><li>-Achieving adult civic and social responsibility</li><li>-Establishing and maintaining an economic standard of living</li><li>-Assisting teenage children to become responsible and happy adults</li><li>-Developing adult leisure-time activities</li><li>-Relating to one's spouse as a person</li><li>-Accepting and adjusting to the physiological changes of middle age</li><li>-Adjusting to aging parents</li></ul>
Later Maturity (ages 55 and over):	<ul style="list-style-type: none"><li>-Adjusting to decreasing physical strength and health</li><li>-Adjusting to retirement and reduced income</li><li>-Adjusting to the death of a spouse</li><li>-Establishing an explicit affiliation with one's age group</li><li>-Meeting social and civic obligations</li><li>-Establishing satisfactory physical living arrangements</li></ul>

*Figure 3.1. Transformation in Developmental Tasks in Adult Life*

(M. Knowles, 1980)

