

**VOCABULARY REINFORCEMENT STRATEGIES FOR ADULT LEARNERS****Sarvinoz Otabekova Otabek qizi**

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**Annotation.** This article examines several strategies by detecting the theme of Reinforcement of Vocabulary to enhance students' vocabulary. Some of the strategies have been selected as the most helpful ones to reinforce vocabulary sources and to put them into active use. Adult learners can also experience a thorough, varied approach to vocabulary reinforcement with the aid of these tools. Consistency, practical application, and active participation are crucial because they can all aid in their better internalization and retention of new vocabulary.

**Keywords:** Reinforcing vocabulary, adult learners, complexity, The word reinforcement.

**Annotatsiya.** Ushbu maqola talabalarning so'z boyligini oshirish uchun, so'z boyligini mustahkamlash mavzusini aniqlash orqali bir nechta strategiyalarni ko'rib chiqadi. Ba'zi strategiyalar lug'at manbalarini mustahkamlash va ulardan faol foydalanish uchun eng foydali strategiyalar sifatida tanlangan. Voyaga yetgan o'quvchilar, shuningdek, ushbu vositalar yordamida lug'atni mustahkamlashga puxta va turlicha yondashuvni boshdan kechirishlari mumkin. Muvofiqlik, amaliy qo'llash va faol ishtirok etish juda muhim, chunki ularning barchasi yangi so'z boyligini yaxshiroq o'zlashtirish va xotiraga uzoq saqlashga yordam beradi.

**Kalit so'zlar:** So'z boyligini mustahkamlash, kattalar o'quvchilari, murakkablik, So'zni mustahkamlash.

Reinforcing vocabulary for adult learners can be especially challenging, as they may already have established language patterns or might be learning a second language. However, there are several effective strategies to help reinforce vocabulary, making it more likely that new words will be retained and used appropriately. As the evidence, discussed above, the difficulty of learning items is considered mainly as one of the reasons for forgetting. Eventually, the question will emerge "What makes a word difficult?" Here are some factors that some words more difficult than others:

- **Pronunciation:** According to some research, words with difficulties are also difficult to learn. Actually, difficult words contain unfamiliar sounds for some particular group of learners. For example, *lorry*, *regular* for Japanese speakers.
- **Spelling:** The cause of errors, either of pronunciation or of spelling is likely sound-spelling mismatches, and can contribute to a word's difficulty. For example, words containing silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *honest*, *cupboard*, *muscle*, and *debt*.
- **Length and complexity:** Although long words seem to be no more difficult to learn than short ones, high-frequency words demand to be short. Therefore, most learners want to see them often, indicating the factor of "learnability". For example, in polysyllabic words – such as in word families like *necessary*, *necessity*, and *necessarily* – the thing that adds to their difficulty is variable stress.

- **Grammar:** especially, grammar rules focused on the usage of infinitives and gerunds can cause some difficulties, and avoiding learning words or phrasal verbs is troublesome because some of them are separable and some are not.
- **Meaning:** Learners often confuse the words, when two or three words overlap the meaning. Moreover, polysemantic words, such as since and still are also problematic for some learners. It is undeniable that a learner has to learn all meanings of the given word to confuse in context. Anyway, unfamiliar concepts also produce many difficulties while acquiring language.
- **Range, connotation, and idiomaticity:** words that are suitable to use in a wide range of contexts will be perceived as easier to learn than synonyms with narrow usage. More precisely, words with stylistic constraints may result in problems. (2004, 27,28)

Therefore, why do we forget information? “Decay theory suggests that unless we use the information that is stored regularly, it will slowly disappear from our memory. A second theory suggests that information stays in our memory, but we are unable to reach it. Cue-dependent forgetting is an idea based on an experiment where subjects found their lists of learned words but could remember them if they were given appropriate information to help them recall. With a cue, (It’s a fruit when they were trying to remember the word “pear”) student’s performance was greatly enhanced (Article 2004, October, Remembering Vocabulary).

The main matter to achieve some kind of outcome besides learning words is to remember them. Indeed, remembering and reinforcing are the essential parts of getting knowledge. The word reinforcement means “making something powerful, something made stronger.

David Martin claims that “Reinforcement is a way to learn and remember things, like a student who repeats the facts he has studied for a test over and over, or the ways we praise children when they share their toys or say “please” and “thank you” – reinforcement of the good manners we want them to use.” (Article, Reinforcing vocabulary, November 2013). “Reinforcement is a consequence that occurs following a behavior that is likely to cause that behavior to occur again. For example, Fido sits, and you give him a piece of hot dog. You have successfully reinforced the behavior.” gives her opinion Marthina McClay, Dog Trainer, Behavioral Counselor (article, Differential Reinforcement).

The word reinforcement can be used concerning the support of building construction or mechanical structures, however, the word can give us a broader meaning as well. In addition, if you say I am going to reinforce the walls, that case, the very word can give us the meaning of “strengthening”. For example, elaborating on the notion by asking questions in every class also can provide us meaning of reinforcement. In the educational field, the word reinforcement is mostly used in vocabulary or in reading (Article, Reinforcing Vocabulary).

Mastering the range of vocabulary of the target language is an essential part of the learning process. According to David Martin, “...some people believe that the precedence in the second language instruction should be taken by the learning of sounds, and instructions, nevertheless, a store of content words intimately related to the environment and experiences of the learner can make practice of these sounds and structures much more interesting. In the teaching vocabulary, words and concepts are inseparable. As Dale and O’Rourke state “vocabulary development is conceptual development”. According to Yakubov, The process of reinforcing new words can be held in three steps:

The first step. 1) Being able to utilize new words by recognizing them; 2) being able to use words by finding them from given text; 3) responding according to the context.

This first step intends students to recognize words by listening, defining, and utilizing them in discourse, furthermore writing without mistakes is focused.

The second step. Learners have to find antonyms, and synonyms of the obtained words, make sample sentences, and, continue the provided structure.

The third step contains utilizing new words independently:

- 1) To make sentences;
- 2) To hold question- answer session;
- 3) To address translation and interpretation while using the very word in different situations and contexts;
- 4) To group words
- 5) To produce discourse cases and, having speaking based on these context and, accomplishing tasks. ( 2011, 120).

The researchers into the working of the memory actually will be differentiated in the following features which are justified by Scott Thornberry: short-term, long-term memory, and working memory.

Uzbek linguist Jamol Jalolov stresses that because of obtaining words to long-term memory, regular reviewing and rapid revising of each new word is the main demand on learning (2012, 161).

The capacity of the brain which can hold a limited number of words, items, or information in a short period is called a **short-term store**. Words, utterances, and instructions can be kept long enough during performances or in some operations with the help of **working memory**. Approximately twenty seconds is the time of remaining materials in the working memory. A mental sketch pad is also a significant link to working memory. Mnemonics or in other words, memory prompts function here to procedure words from long-term memory to working memory. Long-term memory is one of the main focuses of this research work. So I want to give more information relevant to this procedure. Long-term memory has a vigorous capacity and is contained over time duration. Nevertheless, the fact is that new lexical items within the length of a lesson can be revised by language learners. However, having forgotten them by the next lesson recommends that long-term memory is not always as long-term as we wish. In preference, “the quickly forgotten” to “never forgotten” says Scott Thornberry (2004, 23). Here's a more detailed table on **strategies for vocabulary reinforcement for adult learners**, including specific **examples** for each strategy:

Strategy	Description	Examples
<b>Contextual Learning</b>	Learning vocabulary through meaningful, real-world contexts or situations.	- Role-playing scenarios (e.g., making a reservation at a hotel, having a job interview). - Reading authentic materials like news articles, blog posts, or work emails.
<b>Active Learning</b>	Engaging learners actively through activities that encourage personal	- Creating mnemonic devices to remember words (e.g., using "rain" to remember "precipitation").

Strategy	Description	Examples
	involvement and deep processing of words.	- Drawing <b>word maps</b> with the word in the center and related words, antonyms, and examples branching out.
<b>Spaced Repetition</b>	Repeating vocabulary at increasing intervals to help strengthen long-term memory.	- Using <b>SRS apps</b> (e.g., Anki, Quizlet) that automatically schedule reviews of words at optimal intervals. - Review vocabulary after 1 day, 3 days, 1 week, 1 month.
<b>Engagement with Authentic Materials</b>	Using real-world content to immerse learners in the language and vocabulary.	- Watching TV shows, movies, or YouTube videos with subtitles in the target language (e.g., watching a documentary or news in a foreign language). - Reading professional or personal blog posts, articles, or e-books.
<b>Collaborative Learning</b>	Learning vocabulary in social or group settings, often through interaction or teaching peers.	- <b>Group discussions</b> or conversation circles where learners must use new vocabulary to share opinions. - Peer teaching: have learners explain new words or concepts to their classmates.
<b>Personalization of Vocabulary</b>	Connecting new vocabulary to the learner's own life, experiences, or interests to increase relevance.	- Learners create <b>personalized word lists</b> related to their jobs (e.g., medical terms for healthcare professionals). - Writing <b>personal sentences</b> or short paragraphs using new vocabulary from their daily routine.
<b>Task-based Learning</b>	Engaging learners with tasks that require them to use new vocabulary in practical situations.	- <b>Project-based learning</b> : Writing a report, creating a presentation, or planning a project using target vocabulary. - <b>Problem-solving tasks</b> : For example, planning a trip or preparing a budget and discussing the process with others.
<b>Games and Interactive Activities</b>	Using interactive and fun games to reinforce vocabulary and encourage recall.	- <b>Vocabulary Bingo</b> : Create bingo cards with target vocabulary, and learners check off words as they are used in a lesson. - <b>Crossword puzzles</b> with target words or <b>word searches</b> to reinforce spelling and meaning.
<b>Feedback and Error Correction</b>	Giving feedback and encouraging reflection on errors to improve vocabulary usage.	- Offering <b>constructive feedback</b> on the use of new vocabulary (e.g., "Try using 'diligent' instead of 'hard-working' for

Strategy	Description	Examples
		more precision”). - Peer reviews where learners correct each other’s use of vocabulary in writing or speech.
<b>Technology Integration</b>	Using digital tools and apps to support vocabulary learning in an engaging way.	- Using <b>language learning apps</b> (e.g., Duolingo, Memrise, Babbel) to practice vocabulary with built-in spaced repetition and quizzes. - Participating in <b>online language exchange programs</b> or forums where learners can chat with native speakers.

#### Additional Examples of Application:

- **Contextual Learning:** Learners may listen to a podcast about a topic they are passionate about (e.g., cooking, technology) and note new vocabulary used in that specific context.
- **Collaborative Learning:** In a classroom, learners can participate in **debates or discussions** where they must use new vocabulary to support their arguments.
- **Personalization of Vocabulary:** If learners are preparing for a job interview in a second language, they might focus on vocabulary related to professional qualifications and interview-related terminology.

In conclusion, By using these diverse strategies, vocabulary learning becomes more integrated into the learner's real life, reinforcing retention and facilitating the natural use of new words. Furthermore, with the help of these strategies, adult learners can experience a comprehensive, varied approach to vocabulary reinforcement. The key is consistency, real-life application, and active engagement, all of which can help them internalize and retain new words more effectively.

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