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DEMONSTRATION OF LEXICAL COMPETENCE

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Annotation. *Language and language development are fundamentally based on lexis. EFL learners may become frustrated and demotivated because of limited lexical knowledge. Learners should possess a foundation of lexis that enables them to advance to a higher level of development in the four fundamental communication skills. It is discussed the systematic teaching of lexis is one of the things that is preventing communicative competence from continuing to develop. This current condition is mostly the result of teachers' ignorance of the lexical field.*

Key words: *lexical competence, meaning, collocations, vocabulary.*

Lexical competence is that aspect of communicative competence that is concerned with knowledge of lexical or vocabulary items and their meanings, and the ability to use them appropriately. It is common knowledge that without grammatical accuracy a statement can be understood, but without accurate vocabulary, it is really difficult. Vocabulary refers to the level of language that deals with lexical items or content words

in a language. Generally, while grammar deals with closed word classes such as prepositions, pronouns, determiners, conjunctions, and primary and modal auxiliaries, lexicon involves four open word classes: noun, adjective, lexical verb, and adverb. Lexical word classes are known as open classes because new words can be continuously added to them. In the fields of science, technology, politics and economics, for example, new expressions for previously unknown concepts and inventions are constantly emerging. In the field of politics, new words are introduced related to leaders and their policies. But many of these political expressions fall out of circulation when leaders are not around or when they fall from grace.

Learning how to use lexical items in a non-native language “involves not only learning the meanings of words but also learning how those words are used appropriately in linguistic, sociolinguistic and cultural contexts”. The acquisition of vocabulary should be carried out comprehensively. The target element must be studied for active use with all its attendant meaning, distribution, designation, connotation, nuances, associations, polysemy, collocation, religious sensitivity, gender bias and relationships of synonymy and antonymy. A large vocabulary and the possibility of comprehensive use expand the user's capabilities.

Form, meaning and distribution. There are three important aspects of vocabulary items: - their form, meaning and distribution. Lexical words have different forms or grammatical variants. For example, the base form of the verb is can have at least four different forms:

- the singular simple present tense form - beats
- the simple past tense form - beat
- the progressive aspect form - beating
- the past participle form – beaten

The meanings of words are not the same in all languages, they may differ from one language to another, especially between languages whose speakers do not share similar cultural customs or social and religious values. The words “brother” and “sister” are used among African Americans in the United States to express solidarity between them. These

two words, however, can be understood by most white Americans as siblings. In Islamic settings, it is normal to call men “brothers” and women “sisters”, signifying Islamic brotherhood and sisterhood respectively.

Native speakers are aware of the distribution of words and the restrictions in distribution - geographical, social, grammatical and degree of formality. Some words have a secondary meaning in addition to the main one. The word “love” as a noun, for example, can be used informally as a term of endearment from a British grocer to a customer, whether the latter is a likeable person or not. The noun “love” also means “a feeling of liking and caring for someone...” (MacMillan, 2002: 851). As a verb, it is used to mean “to have a great desire for something very strongly,” for example, “She loves chocolate.” The word “snake” can be used in its original meaning to refer to a dangerous reptile. The sentence “This woman is a snake” uses the secondary meaning of “treacherous” or “deceitful”.

Word association. Students must know the basic words associated with a specific vocabulary item to demonstrate their vocabulary knowledge. It should be emphasized that lexical items “are not learned mechanically, as little packets of meaning, but associatively” (Maley, 1986: 3). The student must use all relevant words associated with the keyword or concept. If they discuss a topic like tourism, they need to introduce words like tourists, budget hotels, accommodation, sightseeing, facilities, transportation into their discussion, foreign exchange, and beaches). The word “handsome” combines interestingly with the following elements: man, salary, donation, price.

Collocations. Language learners need to know which words co-occur or occur frequently and to some extent less frequently. When the right words go together, the combination is effective. We very often hear and read the phrase, dear girls. Are there any other cute boys? The last phrase is unusual and may even be offensive, but it may serve as a basis for the existence of such a phrase. How can you drink tea? Large selection of green, herbal, ice, lemon, hot, strong, weak, Chinese, etc. The language user must be able to choose the right words so that they can be combined to produce the desired effect.

Awareness of offensive language. Native speakers need to avoid the use of obscene, obscene and vulgar language in interpersonal, intra-social and intercultural communication. Our young people should be advised to refrain from using words such as “bastard”, “bitch”, “shit” and other coarse expressions that are often heard among themselves. Those who are spoken to and forced to listen to these words may react unfavourably. In uncensored entertainment programs, obscene language is also common. Our young students should be strongly encouraged to avoid such language and use polite language in their speech.

Lexical competence, as we have already discussed, is acquired in a variety of ways. Students need to know how vocabulary is acquired and used. For effective vocabulary. Vocabulary is an open area, unlike grammar, which is considered a closed area. New expressions are constantly entering the vocabulary. Students should be aware of the latest developments in this field. The word classes that are considered open and the lexical phrases that can be created can provide the user with many language skills at his/her disposal. Such a command can only serve to benefit the user of the language, both spoken and written. Our choice of appropriate vocabulary and use can have a persuasive effect on our audience.

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TEACHING ENGLISH AS A FOREIGN LANGUAGE TO OLDER ADULT LEARNERS

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Abstract. *The article deals with the challenges, main principles and modern approaches to teaching adults foreign languages. As well as, motivation plays important role in structuring and conducting lessons, how to engage and interest learners via tasks, materials and how to provide learners with effective lessons. Combining various approaches and using different methods of teaching develops students' linguistic competence and their communicative abilities.*

Key words: *foreign language, teaching adults, self-study, learning autonomy.*

Teaching adults is very different from teaching children and young people. Adults are much more demanding learners; they want to get the most out of their classes. While adult learners possess valuable attributes like independence, experience, and motivation (Mei, 2023), they also face a unique set of challenges due to their multiple roles and responsibilities (Brookfield, 1986) and the influence of age-related factors (Zhu, 2017).