Approaches, Methods and Techniques to the Teaching of Adults

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Abstract: *This study has provided empirical facts on the application of the approaches, methods and techniques to the teaching of adults as predictors of the achievement of literacy for all in Nigeria. The application of the approaches and techniques to the teaching of adults as predictors of the achievement of literacy for all in Nigeria. The study adopted the descriptive survey of the expost facto type, a self- structured instrument with a reliability coefficient of 0.722 was adopted analysed using simple percentages and chi square. Analysis of the study revealed that the most commonly used approaches among the facilitators include the Functional approach, integrated approach and the distance education approach, the commonly used methods among the respondents include; Discussion method and Dialogue method and the commonly used techniques include: Synthetic. Finding also shows that lack of proper training, inadequate funding, and inadequate resources and so on And the study recommends that capacity building, training & re-trainings for facilitators towards effective application of: other approaches (fund the teaching of one, family literacy approach, freirean conscientization, laubach- each one teach one, distance education approach), other methods (lecture method, project method, simulation method, problem solving method, discovery method, spaced lecture, group work, scaffolding and constructivism) and other techniques (Analytic, and Eclectic techniques). and Proper funding should be allotted to adult literacy education to ensues adequacy of resources and facilitators allowance*

INTRODUCTION

Background to the Study

Approaches is the process of reaching adults. Method is the process of instruction while, Technique is a manner of carrying out a specific task, skill, or aptitude in a particular field, a skillful or efficient way of doing or doing anything. Teaching involves a lot of methodology. It is a real instrument for teaching learners theories or concepts in addition to content in order to help them meet the learning objectives. The study and application of various teaching methods and instructional approaches used during the teaching-learning process is referred to as methodology (Hoewe & Zeldes, 2012; Bowe, Hoewe, Jennifer and Zeldes, 2012). The organization of adult learners to carry out instructional activities is referred to as a method. It establishes the partnership between the institution and the adult learner that allows for the completion of educational activities. This suggests that a teaching strategy creates a road to a predetermined target or goal. The facilitator's method of assisting or directing the learner in creating a connection between himself or herself and the learning task is known as technique. Techniques are typically a set of actions that guide the learner down the route set out by the teaching strategy. Utilizing a device allows for the sharing of teaching-learning experiences between the facilitator and the learner (Risley, 2014).

When learning assignments are applicable and heavily participative, adults learn more effectively and accomplish more. There are numerous teaching techniques that could be used when instructing grownups. In addition to the discovery method spaced lecture, group work, discussion, scaffolding, and constructivism, scholars including Brookfield, Sitler, Knowles, Kerka, and Turoczy all promoted numerous adult education approaches. According to Adekola, Nzeneri, and Zuofa, the lecture method, discussion method, project method, simulation method, and problem-solving method are the most popular teaching techniques in Nigeria. Adult education techniques such as discussion groups, debates, lectures, tutorials, study circles, synthetic, analytic, electic, actual literacy, learner-generated materials, freirean conscientization, and laubach were recognized by Aderionye in 2004. Each of these techniques teaches a single method. Depending on the method(s) used, teaching adult learners can either be a very gratifying experience or a very difficult one. The brief summary of some of the most important methods for educating adult learners is intended to be helpful to teachers. It is each person's responsibility to decide which strategy is best for a certain group of adult learners. However, there are a variety of techniques that can be utilized to instruct adult learners, among them. The functional approach, integrated approach, fund the teaching of one, family literacy approach, freirean conscientization, laubach- each one teach one, and online education approach are a few other approaches to teaching people (Aderionoye, 2004).

Additionally, the synthetic, analytical, and eclectic strategies are frequently used to effectively assist adult learners. Depending on the tutor and the program at hand, there are countless ways to assist adults in learning. For instance: The Pre-reading stage should be taken into consideration while devising a reading instruction strategy for adults. At this level, the tutor should determine the adult learners' visual, auditory, speaking, listening, and reading acuities. The instructor should assign seats in the front of the room or close to the board for adults who have vision or hearing impairments, according to either the IC) or the global approach (Aderinoye, 2004). The teacher can now use techniques like the bottom-up (synthetic), top-down (analytic), or global method to introduce the pupils to

the reading stages, which include word recognition and phonics (Aderinoye, 2004). However, achieving universal literacy is difficult. Various initiatives had been made in the past, first to introduce literacy and then to end illiteracy in Nigeria (Omolewa, 1996).

Islamic scholars made the first attempt to spread literacy in Nigeria in the seventh century. Of course, this was only applicable to religious issues (Aderinoye, 2004). The work of Christian missionaries starting in the fifteenth century led to the development of modern mass literacy education for the adult population. Their goals were similar to those of Islamic scholars, which were to teach literacy so that people could read the Bible and other pertinent religious texts, but they encountered a number of challenges, such as a lack of resources and staff, the unwillingness of the native population to give up their traditional faith, and unfavorable climatic conditions for European missionaries. Other considerations included the failure of their attempts due to covert cult groups and the solid development of Islam in the country's north. All of these obstacles constrained the spread of Christianity and, by extension, literacy during the period (Sarumi 2011).

The various Mass literacy campaigns, it has been long noted that mass literacy is a pre-requisite to economic development. Some of the interested aspect of these campaigns was the integration of community development and health care with the promotion of basic literacy- the 3Rs programme geared towards meeting the immediate need of the people, introduction of new farming techniques among others. Though, there are some challenges that hinder the achievement of total eradication of illiteracy in the country even till this present time which include inadequate planning and poor funding among other factors, these remains the major problems why illiteracy is yet eradicated in the nation till date as pointed out by (Omolewa, 1996 in Aderioye, 2004). The term "literacies" refers to the abilities that people need to succeed in the twenty-first century. It is typically used to refer to a few fundamental competences like cooperation, digital literacy, critical thinking, and problem-solvig. a wide phrase coined to describe literacy practises made possible by the introduction of new and multi-media, especially referring to digital advancements. Blogging, fan fiction, video games, websites, online social networking, etc. are a few examples of such technological advancements. This generation needs literacy that focuses on social behaviours and factors that influence reading and writing. The new types of literacy made available by advances in digital technology must be introduced to adult learners. Instant messaging, blogging, social networking, podcasting, photo sharing, digital storytelling, and online searches are all instances that are widely known (Lankshear and Knobel, 2010).

According to Surabaya (2019), literacy is now seen as a crucial component of national development because it is essential to achieving success in both school and in life. To be able to actively participate in broader society and in international activities like international conferences, research exchange, joint research, and business and commerce, literacy is highly valued in today's global marketplace. Not only does literacy promote personal growth and learning, but it also promotes success in both academic settings and outside of them. There are numerous ways to define literacy (Harris and Hodges, 1995). The Catholic Education Office of Victoria and the Victorian Department of School Education collaborated on a project that explored the difficulty of defining literacy as: Literacy definitions are notoriously challenging to write. A complex concept that has diverse meanings to many ethnic groups at different times, literacy is a social construct. As a result, the term "literacy" is ambiguous and dynamic. Although literacy is often thought of as the ability to read and write prose and other print texts, it is actually a complex of language and thinking skills that includes a variety of habits, attitudes, interests, and knowledge and is useful in a variety of circumstances.

The need for economic development, the needs of the global community, and the advancements in the study and measurement of literacy itself have all had an impact on how literacy is defined over time. An enormous amount of work has gone into attempting to define literacy in a categorical and definitive manner. A definition and a measurement of literacy, however, may never be agreed upon, according to some academics (Wickert, 1992, p.30). The definition of literacy can range from a functional definition that is based on abilities to a comprehensive definition that include social and political empowerment (Lo Bianco & Freebody, 2001). Although there are different definitions of literacy, it is important to build a coherent understanding of literacy that takes into account the wide range of skills needed.

Approaches in Teaching Adult Learners
The approaches to literacy teaching include: Fund the teaching of one, Integrated approach, Freirean conscientization approach, Laubach- each one teach one approach, Distance education approach, Functional approach
Fund the teaching of one/ Laubach- each one teach one approach: An individual who is fortunate enough to receive education is then expected to teach or provide funding for the education of at least one person who is not educated. This individualised approach to literacy education is known as "Each One Teach One or Fund the Teaching of One." Frank C. Laubach originally employed this tactic in the Philippines for religious purposes. It is a technique for public enlightenment. Other nations have adopted this strategy as a means of raising public awareness as a result of the success it has seen (Chukwuoke, 2012).
Integrated approach: an approach of instruction wherein various subject areas are incorporated, intertwined, and permeated. With this method, the learner combines previous knowledge and experiences to support new information and learning. By doing this, adult learners build on their prior knowledge and apply it to more complicated new situations.

Freirean conscientization approach: Conscientization, or the processes through which people/adult learners and communities gain a critical grasp of their social reality through contemplation and action, is a crucial idea in Freire's philosophy. This entails investigating and addressing the underlying factors that lead to oppression as it exists in the present (Carroll and Minkler, 2000).

Distance education approach: The basic components of distance learning, also known as distance education, e-learning, and online learning, are the physical separation of teachers and adult learners during instruction and the use of a variety of technologies to promote adult learner-teacher and adult learner-adult learner communication (Berg, 2020).

Functional approach: The second paradigm of psychology is thought to be the functional approach. William James created the functional approach in 1980; it focuses on how consciousnesses function through mental processes (Gordon, 1995).

Methods in Teaching Adult Learners
The methods of adult literacy teaching include: Lecture method, Discussion method, Project method, Simulation method, Problem solving method, Discovery method, Spaced lecture, Group work, Dialogue method,
Lecture method: The formal, verbal delivery of information or other materials to a group of adult learners by a teacher. When there are plenty of people or little time, the lecture approach is typically used.

Discussion method: For the purpose of advancing thinking, learning, problem solving, comprehension, or literary appreciation, discussion methods are a range of platforms for open-ended, collaborative exchange of ideas between a tutor and learners or among adult learners.

Project method: The project method is a learning process where adult learners work through real-world issues over time. It could entail producing a class newspaper, building a rocket, planning a playground, or writing an academic project.

Simulation method: By enabling the testing of various scenarios or process improvements, a simulation is a model that replicates the operation of a current or proposed system. It provides evidence for decision-making. For a more immersive experience, this can be combined with virtual reality technology.

Problem solving method: Method for resolving issues: The steps in the problem-solving process are to define the issue, clarify it, determine its root cause, develop an action plan, and carry it out. Analyze the Results and Keep Getting Better.

Discovery method: A generally unstructured, situational teaching approach in which adult learners are free to solve problems on their own or at their own pace, frequently in group activities, either without the help of a tutor or with it.

Spaced lecture: A spaced-out lecture The three 15-minute teaching segments of the spaced lecture were divided into five 5-minute segments. In a nutshell, spaced learning is a teaching method in which adult learners repeat highly condensed learning material three times, taking two 10-minute intervals in between to engage in diverting activities like physical activity. 2020 (Timmer)

Group work: A collaborative learning setting where adult learners work through challenges and examinations together is referred to as group work. Adult learners are able to share knowledge and resources, assign roles and duties, and offer and receive help from one another.

Dialogue method: Its one of the more condensed communication methods, the goal is to promote the idea and abilities of active listening and empathic understanding, which are useful in preventing misunderstandings and establishing rapport in all dialogue-related situations.

Techniques in teaching adult
The Techniques in teaching adult include: Analytic/Top-down, Synthetic/Bottom-up, Eclectics/Combination of both.
Synthetic Techniques: Individual alphabets are taught, and then they are put together to make words, which subsequently make sentences. This method is known as the Synthetic Method as a result of the combining process.

Analytic Techniques: The analytic technique teaches adult to read by grouping words and identifying similarities between them

Eclectics Techniques: A technique of instruction that combines synthetic and analytical thinking to develop adult learners' talents. It also goes by the name of blended technique. English linguists utilised this strategy for the first time in the 1920s and 1930s (Henry Sweet and Harold Palmer).

Challenges Militating Against the Achievement of Literacy for All in Nigeria

The challenges militating against the achievement of literacy for all in Nigeria include low enrollment rates, high dropout rates, inadequate facilities, poor teaching/learning materials and an outdated curriculum are hindering the achievement of literacy for all

in Nigeriaother problems such as lack of relevance, financial issues, and low morale among adult literacy facilitators, as well as issues with the economy that lead adult learners to forgo classes in favour of income-generating activities; Lack of gender awareness and facilitation skills training for literacy tutors; women being excluded from accessing education programmes; higher dropout rates for female adult learners as a result of inappropriate curriculum and conflicting demands; "Hard to reach" communities, such as nomads, fishers, and pastoralists, have poor access to adult education; failure to maintain literacy rates as a result of inadequate resources, including tools, materials, and qualified, reliance on donors, and a low opinion of the value of education and an illiterate atmosphere that makes it difficult to sustain reading abilities over time

Methodology

The study adopted the descriptive survey research design of the *ex-post facto* type. The simple random sampling was adopted to in the selection of 20 respondents' Adult Facilitators from ANFE Adult Literacy Centres: State Secretariats Ibadan and Eleyele Ibadan, UI Adult Literacy Centres: Emmanuel College Orita Ui Ibadan and Bishop Phillips Iwo Road Ibadan, Odogbo Barracks Literacy Centre: Odogbo Central Mosque Ojoo Ibadan. All in Oyo State**.** The study utilises a self-structured questionnaire. The face, content and construct validity of the instrument was ascertained. The reliability of the instruments yielded 0.722 Cronbach' Alpha**.** The data was obtained by administration of questionnaires and oral interview, analyzed by the use of descriptive statistic of frequency count, simple percentage and Chi-square.

Data Analysis and Discussion of Findings

Table 4.1: Distribution of Respondents by Sex

Sex	Frequency	Percent	Cumulative Percent
Male	17	85.0	85.0
Female	3	15.0	100.0
Total	**20**	**100.0**	

The findings of the study as shown in the table above indicate that male respondents made up the largest proportion as they accounted for 85.0% of the population with their female counterparts making up the remaining 15.0%.

Table 4.2: Distribution of Respondents by Age

Age	Frequency	Percent	Cumulative Percent
Below 30	2	10.0	10.0
30-60	13	65.0	75.0
61 and above	5	25.0	100.0
Total	**20**	**100.0**	

The findings of the study as shown in the table and graph above reveal that respondents between the age bracket of 30 and 60 made up the largest proportion which accounts for 75.0% of the population with those within 61 and above years coming behind with 25.0% while those of below 30 years in age made up the remaining 10.0%.

Table 4.3: Distribution of Respondents by Years of Adult Teaching Experience

	Frequency	Percent	Cumulative Percent
1-5	7	35.0	35.0
6-10	10	50.0	85.0
11 and above	3	15.0	100.0
Total	**20**	**100.0**	

Findings of the study as shown in the table above indicate that the largest proportion of the respondents have between 6-10 years experience as they accounted for 50.0% of the total respondents with those that have 11 years and above constituting the least with 15.0%. The remaining 35.0% was constituted by those with teaching experience ranging between 1-5 years.

Table 4.4: Research Question One: what the approaches used by facilitators towards achievement of literacy for all?

Question Items	Always	Often times	rarely	Never
Fund the teaching of one	12(60.0%)	3(15.0%)	5(25.0%)	0(0.0%)
Integrated approach	16(80.0%)	4(20.0%)	0(0.0%)	0(0.0%)
Freirean conscientization approach	9 (45.0%)	11(55.0%)	3(15.0%)	2(10.0%)
Laubach- each one teach one approach	13(65.0%)	0(0.0%)	5(25.0%)	0(0.0%)
Distance education approach),	6(30.0%)	12(60.0%)	0(0.0%)	0(0.0%)
Functional approach	11(55.0%)	9(45.0%)	(0.0%)	0(0.0%)

Analysis of the above table indicates that the functional approach, integrated approach and distance education approach

Table 4.5: Research Question Two: What are the methods used by facilitators towards achievement of literacy for all?

Question Items	Always	Often times	rarely	Never	df	X²	Sig	Remark
Lecture method	15 (75.0%)	5 (25.0%)	0 (0.0%)	0 (0.0%)	8	49.0	.003	P<0.05
Discussion method	17 (85.0%)	3 (15.0%)	0 (0.0%)	0 (5.0%)				
Project method	17 (85.0%)	3 (15.0%)	0(0.0%)	1(5.0%)				
Simulation method	5 (25.0%)	8 (40.0%)	1(5.0%)	6(30.0%)				
Problem solving method	7 (25.0%)	5 (25.0%)	4(20.0%)	4(20.0%)				
Discovery method	10 (50.0%)	2 (10.0%)	5(25.0%)	3(15.0%)				
Spaced lecture	6 (30.0%)	3 (15.0%)	8(40.0%)	2(10.0%)				
Group work	8 (40.0%)	6 (30.0%)	4(20.0%)	2(10.0%)				
Dialogue method	17 (85.0%)	4 (20.0%)	0(0.0%)	0(0.0%)				

The analysis of the above table 4.5 reveals that Lecture method, Discussion method and Dialogue method were the leading teaching methods being used by the facilitators towards the achievement of literacy for all.

Table 4.4: Research Question Three: what the techniques used by facilitators towards achievement of literacy for all?

Question Items	Always	Often times	rarely	Never
Analytic	12(60.0%)	3(15.0%)	5(25.0%)	0(0.0%)
Synthetic	16(80.0%)	4(20.0%)	0(0.0%)	0(0.0%)
Eclectics	9 (45.0%)	11(55.0%)	3(15.0%)	2(10.0%)

Analysis of the above table indicates that Analytic is the leading technique used by facilitators for literacy teaching/learning

Table 4.6: Research Question Four. What are the challenges militating against literacy for all in Nigeria?

Question Items	SA	A	D	SD
Lack of proper training	12(60.0%)	(40.0%)	0(0.0%)	0(0.0%)
Lack of proper funding	13(65.0%)	7(35.0%)	0(0.0%)	0(0.0%)
Lack of full understanding of the importance of literacy	7(35.0%)	12(60.0%)	1(5.0%)	0(0.0%)
Lack of resources	8(40.0%)	10(50.0%)	0(0.0%)	0(0.0%)
Lack of proper need assessment	5(25.0%)	3(15.0%)	10(50.0%)	3(15.0%)

Lack of clear purpose on the part of the learners	4(20.0%)	3(15.0%)	11(55.0%)	2(10.0%)
Lack of required support of the host communities	2(10.0%)	6(30.0%)	1(5.0%)	10(50.0%)

The above indicates that lack of proper training, lack of proper funding and lack of proper teaching learning resources are the leading inhibiting factors hindering the achievement of literacy for all in Oyo State and in the Nation at large.

Conclusion

This study has provided empirical facts on the application of the approaches and techniques to the teaching of adults as predictors of the achievement of literacy for all in Nigeria. The application of the approaches and techniques to the teaching of adults as predictors of the achievement of literacy for all in Nigeria. The objectives of the study have been justifiably met. Analysis revealed that good and right application of the approaches, methods and techniques are very crucial to the achievement of literacy for all.

Recommendations

Based on the result from RQ1,2 & 3, the study recommends capacity building, training & re-trainings for facilitators towards effective application of: *other approaches* (fund the teaching of one, family literacy approach, freirean conscientization, laubach-each one teach one, distance education approach), *other methods* (lecture method, project method, simulation method, problem solving method, discovery method, spaced lecture, group work, scaffolding and constructivism) and *other techniques* (Analytic, and Eclectic techniques). Based on the result from RQ4, the study recommends Proper funding to ensues adequacy of resources and facilitators allowance.

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