



DIFFERENT APPROACHES TO TEACH VOCABULARY EFFECTIVELY

Abdusalomova Ziyoda¹
MuhammatSulaymon qizi²
Turgunova Shahnoza³

¹⁻²Masters of Uzbekistan State University of World Languages
ziyodaabdusalomov01@gmail.com, contact
number:+998999811836

³Teacher of Uzbekistan State University of World Languages.
<https://doi.org/10.5281/zenodo.6673109>

ARTICLE INFO

Received: 28th May 2022

Accepted: 02nd June 2022

Online: 05th June 2022

KEY WORDS

vocabulary, teacher,
language learners,
reading, activities

ABSTRACT

Knowledge of vocabulary is truly essential in teaching foreign languages. The "wealth" of a language learner is his strong vocabulary. Many second language learners complain about poor vocabulary or difficulties of remembering new words. Educators suggested different models of learning vocabulary and utilizing them in everyday life. In this article I will show some useful hints of enlarging vocabulary.

The role of vocabulary in successful reading has already been accepted. Word knowledge influences on the improvement of reading and also reading comprehension (Storch & Whitehurst, 2002). Many facts claim that most students are low in vocabulary mastery still. The main causes are: vocabulary mastery and the next is lack of motivation during learning process. Some researchers declared that there are some problems in vocabulary mastery of students. It can be seen that language learners' poor vocabulary via misunderstanding given texts, misusing learned words or difficulties in pronunciation. Also, motivation is showed as problems of acquiring rich vocabulary. Teachers not only give instructions for the lesson, but also they should give motivation to their students to learn a new language. A teacher should be a psychologist, should be a great motivator and actor in teaching process during the lesson. If he/she uses only one method or

approach during the lesson, pupils feel bored so, they ought to try using various techniques in teaching process to enlarge students' vocabulary stock. Some language learners may not like the similarity in lesson and want to play or sing songs during the lesson to learn something new. Thus, educators should use different ways for enhancing vocabulary. Although we are living in the age of technology, some teachers use only blackboard and chalk to teach. It seems boring for some students, so they might refuse learning vocabulary or even they learn words, after some days they might easily forget the learned words. According to Cross the process of teaching new words can be divided into 3 stages: Presentation, Practice and Production. In the first stage, educators should use different kind of activities and techniques in order to teach vocabulary effectively. The next stage, teacher should give interesting tasks and exercises to students for strengthening learned vocabulary.



When teacher choose appropriate and interesting activities to students, then learners can acquire more words. The last stage is production, in this process learners are expected to apply new words with the help of speaking or writing activities.

Here, I am going to share different methods for production stage to enlarge learners' vocabulary skill.

Using flashcards

Using flashcards is one of the common ways to enlarge vocabulary. According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. We can say that flashcards is one of the best media that can help the instructors to teach foreign language. They might be seen as simple aid but teacher can easily gain learners' attention with this tool. Cause flashcard can contain interesting picture of target word in one side and in one side written version of this word. Sometimes, I personally use flashcards for finding given pictures' definition in target language or I write words in foreign language and students should draw the picture of given word at backside. It is really interesting for every learner to rich their vocabulary skill.

Definitional approach

This approach is used by most teachers where the definition is given of a target word in foreign language. After learning a number of words a teacher gives a task to students that may be matching correct definition of words. Students can learn some words via this method. However, there are some drawbacks of this research which there are some words it cannot be found suitable definition of the word in target language, for instance, abstract nouns or some words which is

related to only one culture. For example, in Uzbek the word of "duppi" - we cannot find suitable definition for this word in other languages because they do not have such kind of special hats. Also, there are some abstract nouns in every language it cannot be found in other language. So, definitional approach may not be claimed as productive as expected.

Contextual method

One common method in teaching vocabulary is using a context. In this approach teacher should write one or two sentences in the board and ask students what chosen word means in second language. Learners may guess the word from the context and learn easily from guessing. For this approach learners should already know some words of given sentence and then they may guess the new words from the context. For improving this method a teacher should combine definitional and contextual method. It will be more effective if instructors use to teach new words in natural and easy sentences after giving understandable definition. Pupils can easily learn unfamiliar words with the help of common sentences.

Through reading

Researchers found that teaching vocabulary through reading is the best option for teachers. While learners acquire vocabulary through reading, they simultaneously improve reading skills so they can take two benefits, reading comprehension and vocabulary knowledge. Chall (as cited in Nation, 2001) mentions that vocabulary knowledge can help reading and reading can contribute to vocabulary growth.

Thus, both have strong relationship with each other. When teacher gives a text or story anything related to



reading students may face new word and then they can guess the word from the context or find from dictionary. During the reading process they face with this word over and over again and words stays their mind forever. After reading the text instructor may give different tasks related to given text, for instance, matching or true false. Reading is also pleasure for everyone and if teacher able to combine this pleasure with gaining new words it can be very productive both teacher and learner.

To conclude, improving students' vocabulary skill depends on teachers and their instruction. If teacher can choose suitable techniques for teaching new words, learners not only enlarge their vocabulary but also take enjoyment from learning a foreign language. Among different techniques and methods improving students' vocabulary through reading is suggested as the best option.

References:

1. Cross, David. 1991. A Practical Handbook of Language Teaching. London: Cassel.
2. Strategies to learn vocabulary through the reading skill at Elementary English Level of the B.A in English. Neriberta Osorio Cruz, Olga Lidia Sánchez Cruz Gloria Ofelia de la Soledad Reyes Méndez
3. I.S.P Nation. (2001). Learning Vocabulary in Another Language. New York: Cambridge University Press.
4. J. Charles Alderson (2000). Assessing Reading. Cambridge Language Assessment.
5. Yosephus Setyo Nugroho, Joko Nurkamto, Hefy Sulistyowati "Improving students' vocabulary mastery using flashcards". English Department Teacher Training and Education Faculty Sebelas Maret University