



## The method of teaching vocabulary in a foreign language

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### ABSTRACT

The article illustrates the important features of vocabulary in receiving knowledge in foreign language. The author of the article analyses the core hypothesis of vocabulary, crucial strategies, vital techniques, variety instruction and various approaches (methods) theoretically and practically.

### Keywords:

Vocabulary, strategy, planning, knowledge.

Learning a second or foreign language, vocabulary serves an important role, since words are beneficial while we utilize all our four skills such as listening, speaking, reading and writing. A reader or a listener needs to figure out words correctly; an author or a speaker has to use vocabulary stock in order to convey his points. Target or foreign language learners with restricted vocabulary will come across with difficulties and challenges in expressing and understanding ideas. Teachers should be aware of these difficulties, and try to facilitate the task for their learners and students, especially at the very start levels of learning English, in order to build a strong and rich vocabulary stock.

In the last part of their book, after developing more insights into semantics and lexicon, Hatch and Brown went on to deal with vocabulary learning and teaching. On the one hand, concerning vocabulary learning, they have reviewed the findings of Brown and Payne's analysis (1994) on determining the effective strategy used by learners while learning vocabulary. The results fall into five essential points: 1) having sources for encountering new words; 2) getting a clear image, either visual, auditory, or both; 3)

getting the word meaning; 4) consolidating word form and meaning in memory; 5) using the word. In addition, intentional and incidental learning have been discussed as well. On the other hand, what teachers do and what they should do to help their learners have been also widely described, focusing on unplanned and planned vocabulary adjustments and teaching.

Dealing with a wide range of issues related to teaching and explaining vocabulary, Nation (2001), in his book "Learning Vocabulary in Another Language", has covered a number of theoretical and practical issues. The eleven chapters of this book have dealt with what it means to know a word, the importance of vocabulary and its relation with the four skills, vocabulary knowledge and use, learning strategies, and other related topics. Furthermore, he went on to discuss common classroom issues such as using realia (objects) and pictures, word translation, what teachers should do to help their learners master vocabulary appropriately, and the time allocated for that task.

Besides what has been presented by the previous experts, Carter (2002) has proposed extra reliable data associated with vocabulary.

Carter's book, "Vocabulary", has been divided into three parts: foundations, reviews, and case studies. He has discussed a number of points such as what is in a word, core vocabulary, word patterns, lexical issues, and vocabulary learning and teaching. Beyond that, he has reported and compared the process of vocabulary acquisition in L1 and L2; and has mentioned a crucial issue considering the retention and recall of words i.e. memorization. Various techniques have been suggested in order to make words easier to remember. Giving synonyms in the target language, translate it to the mother tongue, or using pictures' representations are among these techniques (Carter 193). Repetition, furthermore, is also considered as one of the useful techniques. He has pointed out that large amount of words are learned through repetition. Extra techniques have been also mentioned in Carter's work such as guessing from the context and keyword technique.

Recently, the interest on vocabulary was widely progressed. Hiebert, H. and L. Kamil (2005) are among the experts who have studied deeply vocabulary acquisition and instruction. In their book, "Teaching and Learning Vocabulary", they have summarized the findings of scholars, in which they have provided answers to the following questions: 1) How one can learn and teach vocabulary? 2) How can vocabulary learning and teaching influenced by age and culture? 3) What words should be more emphasized in instruction? Consequently, the work clusters around three parts: the first part considers the perspectives on how vocabulary is learned, focusing more on the correlation between vocabulary and reading comprehension; the second part consists of the instructions that enhance vocabulary; the third part presents perspectives on which words to choose for instruction. Still within the same context, Jim Scrivener (2005) has collected numerous strategies and approaches which might help teachers in their classrooms. His book, "Learning Teaching", is considered as a guide to classroom teaching methodology. Exclusively, the author has suggested what he called "toolkits" of possibilities and guidelines useful for teachers. The book is divided into seventeen chapters, ending with helpful

appendices and useful indexes. The first chapters dealt with general issues in teaching: classroom activities, classroom management, lessons and courses, and also the four skills (receptive and productive ones). Interestingly, the eleventh chapter dealt with common issues in lexis: what is lexis? How to present lexis in classroom? How to know and remember lexical items? This chapter goes importantly with our main topic. Then, in the chapter before the last, the author suggested a number of instructional tools and aids used in classroom, these aids could be visual like flashcards and pictures, or audio like songs and music, or both, audio-visual like DVDs and computers. Skimming over these previous books has been very satisfying for us. They have shed light on major points in our research. Mainly, all the works have emphasized the subject of vocabulary teaching and learning. The works of Anderson and Freebody (1979), Hatch and Brown (1995), Nation (2001), Carter (2002), H. Hierbert and L. Kamil (2005) have discussed deeply many theoretical foundations and practical implications related to vocabulary instruction. Beyond that, they have provided lots of strategies and techniques useful in classroom, such as: repetition, guessing from context, and using games...etc. In our research, we are going to highlight, importantly, the use of these technological materials, in vocabulary teaching and learning.

The book of Krashen (1982), "Principles and Techniques in Second Language Acquisition", is of a great help to any research related to second or foreign language teaching and learning at all levels. The hypotheses provided in this theory may enrich our research to find solutions to problems related not only to vocabulary instruction, but rather to all aspects of language. Concerning our research, we are putting more focus on the affective filter hypothesis. What is new in our research is investigating the correlation between using audio-visual aids and the affective variables. We are going to prove that the use of these aids in classroom, especially, in our case, third year middle school classes, can lower and omit the barrier made of fear, tension, anxiety, boredom, and lack of motivation in order to create a more

relaxed atmosphere for both teachers and learners.

At the same level, the book of Jim Scrivener (2005) has covered many points on learning and teaching English for EFL learners. In his work, Scrivener has discussed vocabulary issues and the use of audio-visual aids, but each subject has been mentioned in a separate chapter. Our work is to combine the vocabulary learning and teaching with the application of audio aids, so that to solve some problems facing learners.

Different methods have been applied in language teaching: grammar translation, direct, audio-lingual, and CLT method. Each of these methods has treated vocabulary teaching differently. First, Richard and Rodgers argue that "Grammar Translation method is a way of studying a language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences into and out of the target language" (3). In the phase of vocabulary instruction, this method relies on bilingual lists of words to be memorized. The teacher provides learners with lists of words translated to the L1 and asks them to memorize them. These words are arranged Grammar Translation Method, The Direct Method does not use L1 translation, but it combines word's learning/teaching with pictures, realia or actions (Krashen 135). Third, The Audio Lingual Method supports the mastery of structure and puts the focus on vocabulary instruction after dealing with the structural patterns. Lastly, the CLT Method emphasizes the role of contexts and learner's previous knowledge in vocabulary instruction. These all methods provides useful techniques for instructing foreign language lexis, they can be used exchangeably and they all aim at having successful vocabulary teaching/learning.

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