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SAMARQAND VILOYATI XALQ TA'LIMI XODIMLARINI QAYTA
TAYYORLASH VA ULARNING MALAKASINI OSHIRISH
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HOW TO TEACH VOCABULARY

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Mazkur uslubiy ko`rsatma umuta`lim maktablari, akademik litsey va kasb-hunar kolleji o`qituvchilariga va malaka oshirish kursi tinglovchilariga mo`ljallangan bo`lib, til o`rganish ko`nikmalarini oshirish maqsadida usullardan foydalanilgan.

Samarqand viloyati xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi ilmiy-uslubiy kengashining 2020 yil 27 iyulda bo`lib o`tgan yig`ilishida muhokama etilgan va -sonli qarori bilan nashrga tavsiya etilgan.

Introduction

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

What a student may need to know about an item

- *What it means*

It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.

- *The form*

Students need to know if it is a verb / a noun / an adjective etc to be able to use it effectively.

- *How it is pronounced*

This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script in such cases so the sts have a clear written record of the pronunciation. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight the word stresses.

- *How it is spelt*

This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.

- *If it follows any unpredictable grammatical patterns*
For example, man-men / information (uncountable) and if the word is followed by a particular preposition (e.g. depend on)

- *The connotations that the item may have*
Bachelor is a neutral/positive word whereas spinster conjures a more negative image.

- *The situations when the word is or is not used*

Is it formal/neutral/informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? To sum up is usually written whereas mind you is spoken. Is it outdated? Wireless instead of radio.

- *How the word is related to others*
For example, synonyms, antonyms, lexical sets.

- *Collocation or the way that words occur together*
You describe things 'in great detail' not 'in big detail' and to ask a question you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.

- *What the affixes (the prefixes and suffixes) may indicate about the meaning*

For example, substandard sub meaning under. This is particularly useful at a higher level.

Which of these areas you choose to highlight will depend on the item you are teaching and the . Many of the activities in the book have

steps that involve the children in quiet tasks, such as cutting and pasting, drawing, colouring and so on, that do not explicitly practise new structures or vocabulary. While children are engaged in these, you can chat to them more informally. Teachers play a critical role in creating an environment in which children feel happy trying out their English skills. If children see their teacher speaking English with enjoyment and enthusiasm, not worrying about making mistakes or knowing every word, then they have a very positive model for using English themselves. Now it's time to think about how we can get the meaning across.

Ways to present vocabulary

There are lots of ways of getting across the meaning of a lexical item.

- *Illustration*

This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.

- *Mime*

This lends itself particularly well to action verbs and it can be fun and memorable.

- *Synonyms/Antonyms/Gradable items*

Using the words a student already knows can be effective for getting meaning across.

- *Definition*

Make sure that it is clear (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to check they have understood properly.

- *Translation*

If you know the students' L1, then it is fast and efficient. Remember that not every word has a direct translation.

- *Context*

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further.

Again which you choose will depend on the item you are presenting. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable

Alternative ways of teaching vocabulary

- Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentence with the word in. They can then teach each other in groups.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class.

Other things to consider

- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words
- Have a section of your board for vocabulary items that come up as you are teaching. Use different colours for the word / the phonemics / the prepositions / the part of speech
- It is a good idea to teach/learn words with associated meanings together

The National Reading Panel (2000) concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction.

Intentional vocabulary teaching

Specific Word Instruction

- Selecting Words to Teach
- Rich and Robust Instruction

Word-Learning Strategies

- Dictionary Use
- Morphemic Analysis
- Cognate Awareness (ELL)
- Contextual Analysis

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al.,

2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For ELLs whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

Fostering word consciousness

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of and interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day (Scott and Nagy, 2004). It can be developed at all times and in several ways: through encouraging adept diction, through word play, and through research on word origins or histories. According to Graves (2000), "If we can get students interested in playing with words and

language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

Multiple exposures in multiple contexts

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

Restructuring of vocabulary tasks Findings of the National Reading Panel

- Intentional instruction of vocabulary items is required for specific texts.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.

It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more. Research has shown, however, that it is often the case that students simply do not understand the instructional task involved (National Reading Panel, 2000). Rather than focus only on the words themselves, teachers should be certain that students fully understand

the instructional tasks (Schwartz and Raphael, 1985). The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students (National Reading Panel, 2000). According to Kamil (2004), "once students know what is expected of them in a vocabulary task, they often learn rapidly."

Incidental vocabulary learning

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

Instruction for English language learners (ELLs)

An increasing number of students come from homes in which English is not the primary language. From 1979 to 2003, the number of students who spoke English with difficulty increased by 124 percent (National Center for Education Statistics, 2005). In 2003, students who spoke English with difficulty represented approximately 5 percent of the school population—up from 3 percent in 1979.

Not surprisingly, vocabulary development is especially important for English-language learners (ELLs). Poor vocabulary is a serious issue for these students (Calderon et al., 2005). ELLs who have deficits in their vocabulary are less able to comprehend text at grade level than their English-only (EO) peers (August et al., 2005). Findings indicate that research-based strategies used with EO students are also effective with ELLs, although the strategies must be adapted to strengths and needs of ELLs (Calderon et al., 2005).

Diane August and her colleagues (2005) suggest several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement. Because English and Spanish share a large number of cognate pairs, the first instructional strategy is especially useful for Spanish-speaking ELLs. These students can draw on their cognate knowledge as a means of figuring out unfamiliar words in English. A second instructional strategy for ELLs is learning the meanings of basic words—words that most EO students already know. Basic words can be found on lists, such as the Dale-Chall List (Chall and Dale, 1995). A third instructional strategy that ELLs particularly benefit from is review and reinforcement. These methods include read-alouds, teacher-directed activities, listening to audiotapes, activities to extend word use outside of the classroom, and parent involvement.

Animal idioms

An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings, as well as imagining possible literal meanings for the expressions. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. Introducing idioms by topic can make them easier for students to remember. This sample lesson model focuses on introducing idioms that make use of animals or animal comparisons.

Explanation

Tell students that an idiom is an expression that cannot be fully understood by the meanings of the individual words that are contained within it. The meaning of the whole idiom has little, often nothing, to do with the meanings of the words taken one by one. Point out to students that idioms are often used in writing or speech to make expression more colorful and that some of the most colorful English idioms make use of animals or animal comparisons. Explain that many idioms have interesting origins that may not make literal

sense to us today, but made perfectly good sense during the times in which they were coined.

Tell students that the expression "to hold your horses" is an idiom. Demonstrate its literal meaning by holding a bunch of small plastic toy horses in your hand. Tell students that when someone tells you "to hold your horses" it would be silly to think that they wanted you to hold a bunch of horses in your hand. The whole expression "to hold your horses" actually means "to slow down, wait a minute, or be more patient." For example, if you were impatiently waiting for your sister to get off the phone, your sister might say to you, "Hold your horses. I'll be off the phone in a minute!"

Tell students that "to be raining cats and dogs" is another idiom. Ask students whether, if someone said it's "raining cats and dogs," they would expect to look up and see animals falling from the sky. Then explain to them that "raining cats and dogs" is used to describe when it's raining really heavily or really hard. Ask volunteers to describe a time they remember when it was "raining cats and dogs."

Ask students to draw pictures of the literal meaning of either "to hold your horses" or "to be raining cats and dogs." Then have them take turns showing their illustration and using the idiom correctly in a context sentence.

Collaborative practice

Tell students that they are going to work together in groups to make a drawing of an animal idiom's literal meaning and then act out its real, or figurative, meaning. They will see if the drawings and skits they make provide enough information for their classmates to figure out what the idiom really means. To begin, select a group of three students to demonstrate the activity. Tell this group that their idiom is "to let the cat out of the bag" and that this idiom means "to give away a secret."

Divide the group tasks as follows: One student will draw the idiom the way it would look if it meant literally what it said: by drawing a sketch of a cat leaping out of a paper bag. This student labels the drawing with the idiom, "to let the cat out of the bag." The other two students develop a brief skit about the figurative meaning of the idiom: "to give away a secret." For example, they could develop a simple scene where someone finds out about a surprise birthday

party, because a brother or sister gives it away beforehand. The last line could be: "You let the cat out of the bag."

When the group is finished, have them show the idiom's literal meaning in the drawing, and then act out its figurative meaning in the skit. Have the group challenge their classmates to guess the idiom's figurative, or intended, meaning and then correctly use the idiom in a sentence: Nancy let the cat out of the bag when she told Nick about the surprise birthday party. When the whole class has understood how this activity works, assign a different animal idiom, with its figurative meaning, to other groups of students. Each group then works out its plan for making the drawing and acting out the skit. Have the groups take turns demonstrating their idioms to the class, so the class can guess the idiom's figurative meaning and use it in a sentence.

Keyword method

Mnemonic strategies are systematic procedures for enhancing memory. The word mnemonic comes from Mnemosyne, the name of Greek goddess of memory. The keyword method, a mnemonic strategy, has been shown to be effective with students who have learning difficulties and those who are at risk for educational failure. According to the National Reading Panel, the keyword method may lead to significant improvement in students' recall of new vocabulary words. This sample lesson model targets two contextualized vocabulary words. The same model can be adapted and used to enhance recall of vocabulary words in any commercial reading program.

Direct Explanation

Explain to students that you are going to show them how to use the keyword method, a useful strategy for remembering the meanings of vocabulary words. Tell them you are going to model the strategy twice, using the words archipelago and lunar.

Teach/Model

- **Define the target word**

Read aloud the following sentence from "Alaska Adventure."

The Aleutian *archipelago* stretches for more than a thousand miles.

Then tell students that an archipelago is "a group of islands."

- **Think of a keyword for the target word**

Say: To help me remember the meaning of the word *archipelago*, a group of islands, I am going to think of another word, called a "keyword." The keyword is a word that sounds like *archipelago* and also is a word that can be easily pictured. My keyword for *archipelago* is *pelican*. *Pelican* sounds like *archipelago* and is the name of a water bird with a very large bill.

- **Link the keyword with the meaning of the target word**

Explain to students that the next step is to create an image of the keyword *pelican* and the meaning of the target word *archipelago* interacting in some way. Tell them it is important that the keyword and the meaning actually interact and are not simply presented in the same picture. On the board, sketch a picture of a pelican flying over a group of small islands.

Say: *Look at the picture of the pelican flying over the group of islands.*

Ask: *Pelican is the keyword for what word? (archipelago)*

Say: *Yes, archipelago. To recall the meaning of the word archipelago, imagine a pelican flying over a group of small islands.*

- **Recall the meaning of the target word**

Tell students that when they see or hear the word *archipelago*, they should first think of its keyword and then try to remember the picture of the keyword and the meaning interacting.

English Language-Learners: Point out to Spanish-speaking ELLs that *archipelago* and *archipélago* are cognates.

Introducing types of context clues

Instruction in specific types of context clues is an effective approach for teaching students to use context to infer word meanings. Baumann and his colleagues recommend teaching five types of context clues: definition, synonym, antonym, example, and general. This sample lesson model can be adapted and used to enhance contextual analysis instruction in any commercial reading program.

Direct explanation

Tell students that they can sometimes use context clues to figure out the meaning of an unfamiliar word they come across in their reading. Remind them that context clues are the words, phrases, and sentences surrounding an unfamiliar word that can give hints or clues

to its meaning. Caution students that although these clues can prove to be helpful, they can sometimes be misleading.

Teach/Model

Definition context clues. Give students copies of the [Types of Helpful Context Clues](#) chart. Briefly go over the chart, identifying the types of context clues and discussing the example for each one. Tell students that they should refer to the chart as they learn more about the five different types of context clues.

Explain to students that in a definition clue the author provides the reader with the specific definition, or meaning, of a word right in the sentence. Point out that words such as are, is, means, and refers to can signal that a definition clue may follow.

Did you know that a student needs to encounter a new word 10 to 16 times to effectively "learn" it according to recent research?

Considering the number of new words students have to learn per course, this means us teachers have our work cut out for us. We all know that although it is important for students to use correct [grammar](#) and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

- first, they notice a new word with help;
- secondly, they recognize the word at first with help,
- then later on their own;
- and lastly, they are able to both recognize and produce the word.

It is essential that you, as the teacher, make use of activities that target **each of these stages**; more often than not, we make the mistake of merely introducing new [vocabulary](#), and we don't give students the opportunity to put these new words to use.

10 great ways to teach English vocabulary

Stage 1: Noticing and understanding new words

- 1** **Introducing nouns, things, objects, animals, etc...**
Visual elements work best with concrete nouns, but try to go beyond [flashcards and illustrations](#). Try to use [real](#)

objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses!

2 **Introducing adjectives**

Opposites, like “big” and “small”, “long” and “short”, are usually illustrated with pictures, but here’s another case where realia will help you **teach new adjectives**; the use of real life objects is wonderful for words like “soft” and “rough”, adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like “stunning”, “gorgeous”, “spectacular”, “huge”, or “immense”, bring in photos of famous sights from around the world like the Louvre, Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

Introducing abstracts

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between “early” and “late”, remind students what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.

Stage 2: Recognizing new words

4 **Bingo**

Bingo is one of the most versatile games employed by ESL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa.

5 **Matching**

Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

6 **Fill in the blanks (with options)**

Hand out a piece of written text (anything from a description, **song**, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

Stage 3: Producing vocabulary

7

Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to [sports](#), [weather](#), etc...to no guidance at all.

8

Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students. You can then read

Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or [whiteboard](#) and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words.

This works great for vocabulary review lessons.

10

Guess what I'm thinking

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an [animal](#). It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”.

It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is about [travel](#). Or [clothes and accessories](#) when you’re talking about shopping. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary.

Different learning styles or multiple intelligences.

Use songs and music, real life objects, or puzzles, but the more you mix the better. Remember the difference between recognizing and producing words: to practice recognition the words have to be supplied by YOU; then students use them to fill in blanks or match them. For students to effectively and accurately produce vocabulary, they have to spontaneously recall the words.

5 ESL Vocabulary Teaching Methods That Build Serious Linguistic Muscles

Go ahead, flex your vocabulary teaching muscles.

We're going to exercise those in a whole new way.

Enhance all your vocabulary lessons by building **the four major language skills**—speaking, listening, reading and writing—at the same time.

Teaching a diverse range of English vocabulary is indeed an essential part of any ESL student's growth. But it doesn't have to be done in isolation.

Yup, those long lists of vocabulary goodbye right now.

We're going to show you how to give your students the tools to build their vocabulary knowledge *while also* helping them build all their major language skills.

Learning new words **with a heaping helping of context** and **immediately using them in a practical way** is how native English speakers develop their vocabulary in the classrooms of their youth, and a very similar approach can be taken in your ESL classroom.

After all, why wouldn't the same methodology work out for foreign language learners as well?

Encouraging their overall linguistic growth and range of English experiences is what it's all about.

Let your ESL students blossom into confident English speakers using a volume of new words.

3 Good Reasons for Teaching Vocabulary

The 3 top benefits of having a good vocabulary base are:

1. Learners can express themselves better.

Knowing more words allows a learner to choose their words more precisely and so become more effective and accurate when communicating with others.

2. It empowers learners academically.

The more words a Language Learner has at their disposal, the more skilled they are at reading. Improving their reading comprehension will increase their motivation to read in the target language. The more they read, the more they will learn and the more they learn, the more they achieve. Therefore in the long run, improving their vocabulary will improve not only their speaking skills but also their reading, listening and writing skills.

3. Makes life in general, more enjoyable.

Whether it's browsing the net, reading for pleasure, listening to music, watching TV or travelling they enjoy, nothing will ever seem daunting again.

So now that we have looked at the importance and the benefits of improving vocabulary, here are a number of strategies for **Teaching Vocabulary**. All of these tips can be adapted to you students' age and learner style.

10 Effective Tips for Teaching English Vocabulary

This area of language learning is considered to be difficult and tedious by many EFL and ESL teachers, but it doesn't have to be. With a few simple techniques and strategies, our students' vocabulary range could increase tenfold.

Here are my **top ten tips** for teaching English vocabulary:

1. Set realistic goals.

Learning vocabulary is a process and involves much more than simply memorising the definition of a word, so don't overload your learners. In other words, keep your vocabulary lists to a minimum.

2. Choose wisely.

Students will come across many new words. Some words are used more frequently than others; some words are academic while others are technical. Focus on the words which are most relevant to their needs.

3. Encourage them to read.

Reading exposes students to new words and more importantly it exposes them to words in context. Even ten minutes of reading a day can make a world of difference. Introduce your language learners to sites such as www.englishpage.com, where they can find short 10 minute authentic reading material ranging from newspapers, magazines and English books.

5. Create autonomy.

Explain to your students that memorising long lists of words is not the most effective method to learn new words. Encourage them to think the words through and to try to understand them in context. Motivate them to take the time to look up any new words, in a dictionary to ensure they have grasped the right meaning. There are plenty of useful resources and online dictionaries; [The free dictionary](#) is one we would recommend.

6. Do not teach words in isolation.

A single word could have a number of meanings when used alone. However, in conjunction with other words, the meaning changes.

Consider the word *give*.

Its primary definition is to pass or hand something to someone. As in the example, I gave the book to John but does it have the same meaning in the sentence, Her job gives her a lot of satisfaction or in the sentence Don't give in so easily?

7. Teach in chunks.

When we communicate with others we use chunks of language not single words. It's important that learners notice the pattern that words are used in as well as any words that they collocate

with. Consider the phrases heavy rain and strong wind. In both phrases we mean that there is a lot of rain and a lot of wind, but we can never say strong rain or heavy wind. The site forbetterenglish.com or the 'Sentence Rephraser' available from Ginger are two great tools that can help them explore language chunking and collocation. Ensure your students record, review and use any phrases they generate.

8. Take advantage of available free online tools.

Sites such as Pogo.com and Games.com offer a wide variety of engaging word games. Encourage your students to take a few minutes out of their hectic schedule and to find time to relax with a game of *Just Words* or *Word Battle*. Make sure they choose a resource which best suits their learning style and English Language level.

9. Use and reuse.

You will need to expose learners to the same word a few times before they can start using it effectively. Try to use the new vocabulary in different situations. The more they use a word, the longer they will retain it. Help them find ways of recording their newly acquired vocabulary and encourage them to review often. Vocabulary.com is a brilliant tool that allows students to both browse and create their own word list. Stress the importance of incorporating any new language in their day to day lives as much as possible.

10. Actively process words.

Create word charts and hang them around the classroom. Encourage your students to record words that are new to them on these charts. If they are hanging in your classroom, your students will automatically scan the charts from time to time. This will subconsciously help them process the words. Change the charts on a weekly basis and use games such as *Call my Bluff* to review words at the end of the week. It will not only make learning vocabulary fun, but will also end the week on a positive note.

11. Make it memorable.

When we look back on our lives, it's often the things we enjoyed doing most that come to mind first. Motivate your students by

making vocabulary learning and new word acquisition, fun and enjoyable. Try using sites such as [Free Rice](#) to give that extra bit of motivation.

Conclusion

We have had great fun putting this book together and learnt a lot of new approaches and ideas for teaching English to young learners. We hope that in using the book you will also have fun and learn, and that your children will too!

If we were to choose only one of the teacher's aids listed in this book, easy readers and children's books in English would be our choice, and we feel it is better to have lots of different ones rather than class sets. Readers are a real investment for the language learner, and so we want to look in a bit more detail at how to put your books in order. Although it is tempting to code books according to difficulty, we would not advise it, since we think that children should select books they *want* to read, and not the ones that the teacher says they are ready to read. So try to find some other way of organising your books, such as by subject matter - 'animals', 'fairy stories', 'facts'. This means, of course, that the teacher has to read through all the books first, select and classify. This is the type of activity which can be done usefully with other teachers or with the school librarian. Put the books on low open shelves if at all possible or in clearly marked boxes in your English corner. You might want to put new books or books which lots of people seem to be reading on low tables. Or you might put the books in book pockets. The point is that however you arrange your books, you should try to make sure that the children are physically able to reach them. This book includes a lot of the language you learn in class. It helps you to remember this language and to learn better. It gives you more opportunities to practice grammar, it helps you to check your understanding of how to use new vocabulary in typical, everyday situation and it helps you with your written English too. There is a big difference between what children of five can do and what children of ten can do. Some children develop early, others in leaps and bounds. It is not possible to say that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into your account in your teaching. You, as a teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

When the learners have worked through a group of modules, it is a good idea to repeat some of the work. This book focuses not just on single words, but on useful phrases and collocations. This book is organized around everyday topics, also has modules devoted to core verbs, as well as modules concerned with ways of learning vocabulary. When your students have finished all the modules in this book, they will be ready to move on to the two higher level books.

We hope you enjoy this book!

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HOW TO TEACH VOCABULARY

Umumta'lim maktablari ingliz tili o'qituvchilari hamda malaka oshirish kursi tinglovchilari uchun uslubiy ko'rsatma.

Texnik muharrir *Abdullayev F.*

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