

Teaching vocabulary for English language learners

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Abstract: Teaching vocabulary to English Language Learners (ELLs) is crucial for their language development and overall success in academic and social settings. This research explores strategies for teaching vocabulary to ELLs, focusing on differentiating between active and passive vocabulary and introducing various vocabulary techniques.

Keywords: English language learners, vocabulary acquisition, teaching strategies, realia, drilling, teaching techniques, active vocabulary, passive vocabulary.

Преподавание лексики для изучающих английский язык

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Аннотация: Преподавание лексики для изучающих английский язык (ELL) имеет решающее значение для развития их языка и общего успеха в академической и социальной среде. В данном исследовании рассматриваются стратегии преподавания лексики для ELLs с акцентом на разграничение активного и пассивного словарного запаса и внедрение различных лексических техник.

Ключевые слова: Изучающие английский язык, усвоение лексики, стратегии обучения, реалии, бурения, методы обучения, активная лексика, пассивная лексика.

**Ingliz tilini o‘rganuvchilarga lug‘atni o‘rgatish
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Annotatsiya: Ingliz tilini o‘rganuvchilarga (ELLS) lug‘atni o‘rgatish ularning til rivojlanishi va akademik va ijtimoiy sharoitlarda umumiy muvaffaqiyati uchun juda muhimdir. Ushbu tadqiqot faol va passiv lug‘atni farqlash va turli lug‘at usullarini joriy etishga urg‘u berib, ELLS uchun lug‘at o‘rgatish strategiyalarini o‘rganadi.

Kalit so‘zlar: Ingliz tilini o‘rganuvchilar, so‘z boyligini o‘zlashtirish, o‘rganish strategiyalari, realia, mash qilmoq, o‘qitish usullari, faol lug‘at, passiv lug‘at.

Vocabulary refers to the understanding of words and their definitions. According to Steven Stahl (2005), understanding vocabulary means more than just knowing the definition of a word; it also involves understanding how that word relates to the surrounding world.

Different categories have been defined and classified in the study of vocabulary. There are two categories: active and passive vocabulary. Gruneberg and Sykes (1991) made a clear distinction between the two kinds of vocabulary. The initial category of vocabulary consists of words taught to students that they are expected to be able to utilize. Meanwhile, the second one referred to the words that students would be able to understand when they encountered them, even though they might struggle to say them aloud. Hatch and Brown (1995) identified two types of vocabulary: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words that learners can comprehend in context but are unable to actively use. The kind of words that students understand when they read but do not use in speaking or writing (Stuart, 2008). Productive vocabulary refers to the words that learners comprehend, can pronounce accurately, and effectively utilize in both verbal and written communication. It includes the necessary items for understanding words and the skill to communicate effectively when necessary. Productive vocabulary can be considered an active process since learners are able to generate

words to convey their thoughts to others (Stuart, 2008). Mastery of vocabulary is a lifelong process that continually grows and deepens, never reaching complete proficiency.

Teaching vocabulary to English Language Learners (ELLs) is an essential element of language teaching that can greatly influence their language growth, academic achievements, and social engagements. Establishing a solid vocabulary base is crucial for ELLs to understand English texts, communicate efficiently, and navigate different language scenarios. Teaching vocabulary is an essential part of language acquisition as languages rely on words (Alqahtani, 2015). Learning a language without words is nearly impossible; human communication heavily relies on the use of words. New research suggests that teaching vocabulary can be difficult due to teachers lacking confidence in effective vocabulary teaching methods and struggling to determine how to prioritize word learning in instruction (Berne & Blachowicz, 2008).

Some experts have proposed several techniques for teaching vocabulary:

1. Teaching vocabulary with the help of realia:

This technique can improve students' vocabulary retention by utilizing the reliability of memory for images and utilizing visual aids as cues for word recall. This technique involves utilizing visual aids and demonstrations. Furthermore, Gairns & Redman (1986) suggest that the real items technique is suitable for novice or juvenile students and when introducing tangible vocabulary. Introducing a new word with a visual aid, such as showing the real object, can assist learners in memorizing the word through visualization.

2. Teaching vocabulary by drilling, spelling, and active involvement:

Drilling is utilized to familiarize learners with the word form, especially in terms of its pronunciation. For students to help to become more acquainted with the word, it is important for drilling to be straightforward and organic (Thornbury, 2002). According to Reed (2012), memorizing words is the main way to learn spelling. Considering word spelling is important because the way English words are spelled does not always match their pronunciation. Using this technique, the teacher prompts the students to determine the definition of a word through elicitation (Takač & Singleton, 2008).

3. Teaching vocabulary through mime, facial expressions and gestures:

A technique of teaching vocabulary using mime, facial expressions, and gestures involves verbal introduction of the target word or phrase followed by physical demonstrations to show its meaning. This could assist students in visually linking the word with its meaning, thus enhancing their ability to recall and comprehend. For instance, the teacher could demonstrate the meaning of a word like "happy" by portraying someone smiling, laughing, and jumping with joy. Afterwards, students can go over the steps again and pronounce the word out loud to strengthen their comprehension. Also, have students collaborate in pairs or small groups to perform various vocabulary words and phrases for their classmates to guess. This promotes involvement and interaction, as well as offering extra vocabulary practice in an enjoyable and interactive manner.

In conclusion, effectively teaching vocabulary to English Language Learners (ELLs) involves implementing a thorough and interesting method that takes into account the difference between active and passive vocabulary while including successful teaching techniques. Teachers can help ELLs improve their vocabulary and language abilities by selecting important words, using active vocabulary in meaningful ways, and offering chances for practice. In addition, employing various vocabulary techniques can enhance vocabulary learning and recall in English Language Learners. Through deliberate planning and execution of these methods, educators can assist English Language Learners in constructing a sturdy vocabulary base, ultimately leading to improved language growth and academic achievement.

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