

THE DIFFERENT PRINCIPLES ON TEACHING VOCABULARY

Djalilov Ma'rufjon Mirtimurovich

The Uzbek State World Languages University

Senior teacher of the Department of English language integrated skills 1

Abstract:

This article deals with the various principles of teaching vocabulary for different groups of learners of foreign languages.

Keywords: vocabulary, principles, general, specialized, materials, teaching.

Introduction

One of the problems of vocabulary teaching is how to select word to teach. Dictionaries for upper-intermediate students frequently have 55.000 words there may be many meanings for a word, they represent a small fraction of all the possible words in a language . Somehow teachers have to make sense of this huge list and reduce it to manageable proportions for their learners .

"A general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract. Words like "table", "chair" were in the beginners' syllabuses because the things which the words represent are there in front of the students and thus easily explained. Words like "charity", "beauty" are not physically represented in the classroom and are more more difficult to explain " said J.Harmer.¹

Nation points out words in vocabulary are divided into three groups - high - frequency words, low frequency words, and specialized vocabulary.² Teachers need to decide which of these groups contains the words that that their learners need. There is an important decision because it will affect the amount of learning expected, it will affect type of learning, receptive or productive, needed . The goals that teacher or learners set for learning English will affect the way vocabulary is selected. Harmer mentioned that there are many criteria for selecting vocabulary but two of the are more important. They are frequency and coverage. A general principle of vocabulary selection has been of frequency. Teachers can decide which words they should teach on the basis of how frequently they are used by speakers of the language. The words which are commonly used are the ones teachers should teach first.

Another principle that has been used in the selection of vocabulary is of coverage. A word is more useful if it covers more things than if it only has one specific meaning.

These two principles would suggest that a word like "book" would be an early vocabulary item. It is frequently used by native speakers and has greater coverage than "notebook", "exercise book", and so on. In order to know which are the most frequent words we can read or listen to a lot of English and list the words that are used . Showing which ones are most often and which are used least often. One of the effective ways of teaching vocabulary is through short stories and so it is connected with reading skills automatically.

¹ Harmer, J. "Practice of English language Teaching". New York: Longman Publishers House. 2009

² Nation, I.S.P. "Teaching and Learning Vocabulary". Wellington: Victoria University Press. 2010



Richard, R. Day and Julian Bamford emphasized that the first task for teachers is to find materials that their students will find easy and interesting to read. If money is available, the task of assembling a wide selection of materials is relatively straight forward. When selecting reading materials for any age group and ability level, teachers must have the students' interests uppermost in it. High-intermediate and advanced students will probably enjoy reading carefully chosen English language books, newspapers and magazines. If reading materials are in the students' fields of interest, comprehension is made easier because the students have knowledge of the subject matter.

For beginning and intermediate students, however, the most suitable reading materials are books, magazines, and newspapers, especially those written for EFL learners. This literature is published in growing quantity, variety and sophistication by both local and global publishers. These are hundreds of attractive fiction and non-fiction books appropriate to students of various ages and interests, including folk tales and science fiction, thrillers adapted from best-selling writers, classics, travel guides and novels based on popular movies or TV shows. No less than for older learners, reading material for children learning English must be chosen so that it will be both understood and enjoyed.

M. Walls makes a key point relating to principles for the reading lesson :

“in the absence of interesting texts, very little is possible. Access to an abundance of interesting texts is an ideal which not all teachers will be able to meet. Some will be in the favourable position of being able to select texts which meet the specific needs of their learners.”³

This will be true of many situations where students are reading in English for academic study, for professional purposes, or to function as visitors in an English-speaking society. Other teachers will be dealing with prescribed texts or those available in a prescribed course book. Yet others will have facilities for choosing and preparing texts for classroom use but will need to formulate criteria for making that choice as students will not necessarily have any clear needs for learning to read in English. With regard to the two questions “What kind of text do we use in the classroom?” and “How do we create reading purposes for those texts?” Teachers may have little flexibility in addressing the first, but every teacher will need to consider the second carefully, as this might be the key to motivating students to read texts which they would not normally find interesting. Purposes can be contrived to create interest. Where there is some freedom of choice, interest will be a key criterion in selecting texts for learners. Many teachers in situations where there is English language material in the learners' community, have experimented successfully in asking learners to find texts themselves which they think will interest the class. It is also possible to discover the reading interests of learners through a “Reading interest questionnaire” which asks learners about the genre they like to read in their first language.

Honeyfield J. stated⁴ that the choice of primary texts and textbooks, supporting resources, and classroom library materials have a major impact on students' motivations to read and their engagement with texts. Text materials should complement students' intellectual levels and be at appropriate levels of difficulty. Potential sources of difficulty for L2 readers include assumed background knowledge, cultural assumptions, demanding topics, grammatical complexity, length

³ Wallace, M. Teaching Vocabulary. Boston: Houghton Mifflin Company. 2002

⁴ Honeyfield, J. Word frequency and the importance of context in vocabulary learning. New York: Cambridge University Press. 2007.



of texts, new conceptual knowledge, organization, unusual formatting, and vocabulary. The text materials selected for EAP (English for Academic Purposes) settings should be interesting and coherently linked to simulate the demands of academic courses. Text materials and lessons should build in a degree of complexity through the introduction of new, through related, information and differing perspectives so that students feel some challenge and have the opportunity to develop some expertise and pride in what they are learning. Ideally, free-reading materials should be easily accessible, plentiful attractive, and available for learners use beyond class time.

Teachers should teach concrete words and later more abstract ones. It is very nice if teacher gives the information about word him/herself. But students should learn to work independently, and dictionaries are their best friends in this. Summing up, choosing the material to present in the classroom is one of the important factors in teaching. Materials should be easy to understand, interesting and attractive.

References

1. Harmer, J. "Practice of English language Teaching". New York: Longman Publishers House. 2009
2. Nation, I.S.P. "Teaching and Learning Vocabulary". Wellington: Victoria University Press. 2010
3. Wallace, M. Teaching Vocabulary. Boston: Houghton Mifflin Company. 2002
4. Honeyfield, J. Word frequency and the importance of context in vocabulary learning. New York: Cambridge University Press. 2007.

