

Ways to Effectively Teach Vocabulary to A2 Level Learners

Ne'matova Charos Shavkatovna

TerSU Faculty of Foreign Philology A student of the 4th level of translation theory and practice

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ABSTRACT

One of the most effective and easy ways to learn English is to fully immerse yourself in the language. Start listening to English speeches or conversations. Watch a movie or TV show, or surround yourself with people who are conversing in English. To do this, find a radio station that speaks that language. In this article, you will learn how to effectively teach vocabulary to students at the A2 level.

Adaptable to the requirements of the times, highly qualified, able to adapt to the new socio-economic society, comprehensive, able to work with advanced information and communication technologies creation of excellent personnel is one of the tasks of every country. For this, our youth should know several international languages as well as their mother tongue. Own on the other hand, we are tireless to create educational conditions in our country that are specific to the requirements of the time work is being done. Especially new methods and means of effective teaching of English efforts to develop English to students in general secondary education are ongoing basic knowledge of the language is taught, i.e. basic grammatical rules and sufficient level vocabulary.

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.

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.

Teaching English grammar in the world community since the 16th century by William Bullock Begins with the pamphlet "English Grammar" [2]. English grammar in early works structure and laws were based on the Latin language. Henceforth English Grammar various opinions and debates were put forward, and many books, brochures and other articles were published different works were created. In our country, Iriskulov, Jamal Jalolov, M. Gapporov, I. Otayeva, A. Isakov, Many scientists, such as H. Mustafayeva, M. Choriyev, in their research works on English grammar and conducted scientific work on its development.

Vocabulary is defined as a collection of words and their definitions. A person's vocabulary is the sum total of words that they know and can use appropriately. Learners have both a receptive vocabulary (words they can understand) and an expressive vocabulary (words they can use). Individuals interact with language in four ways: listening, speaking, reading, and writing. Experts identify three tiers of vocabulary:

1. Tier One: Tier One vocabulary consists of general words that most people learn, know, and use without effort in their first language. Basic conversational components are considered Tier One vocabulary, from everyday objects, people, places, and actions to simple descriptors. Examples of Tier One vocabulary include words like child, ball, run, cold, and hungry.
2. Tier Two: Tier Two includes high-frequency words that can be found across multiple subjects and may have multiple meanings. Tier Two also includes specific and targeted descriptive language. Learners are less likely to use Tier Two words in conversation but may find the words in written text. Sometimes, Tier Two vocabulary is called academic vocabulary. Examples of Tier Two vocabulary include words like generous, invite, negative, and investigate.
3. Tier Three: Tier Three vocabulary is context-specific vocabulary necessary for understanding a specific hobby or discipline. Tier Three words are low frequency. Examples of Tier Three words include exponent, photosynthesis, purl, and longitude.

Teaching vocabulary is important at every grade level and in every subject. Early elementary students need to learn academic vocabulary that provides the building blocks for later learning experiences. Each year, students build on previously learned vocabulary and deepen their understanding of each topic of study. For example, elementary students learn to define plot, character, and setting. Later, middle and high school students expand their understanding to terms like protagonist and denouement. Science students learn vocabulary related to each topic, such as the elements in chemistry. Students also improve their reading comprehension when they are taught words that provide nuance and depth of meaning. For example, students learn to replace the word "eat" with synonyms that show shades of meaning such as graze, devour, consume, and gobble.

English language learners often require additional support in their vocabulary development. All students benefit from explicit, cross-curricular vocabulary instruction.

While looking at the textbook, it became clear that English grammar separate pages are allocated for formation, information about the rules of the Grammar Law is given and shown with the help of examples. Texts on international topics are given it would be appropriate if there were also national texts. For teenagers Due to its intended purpose, the topics of interest to them were thought about. Grammar topics are given in a simplified and suitable way for level A2. The images are colorful it attracts the reader. Textbook Teachers' book, Student's book, The workbook and DVD consist of audio recordings.

In conclusion, teaching English grammar has been around for centuries continues, intellectuals of our country also contribute to it are adding. Different opinions and views on the formation of grammatical competence exists, and effective methods are offered year by year.

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