

# Teaching Vocabulary to Pre-Intermediate and Intermediate Level Students

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## Abstract

For some, instructors getting ready and showing fledgling ESL students comes as a test. We have an article giving tips to plan to your first-since forever ESL class. Regularly instructors are worried about working on the materials with more established understudies who are likewise beginning to learn English.

A further concern is that there are numerous difficulties related with classes that think that it's harder to convey because of their level. Less progressed students additionally here and there come up short on the certainty found in more settled understudies with halfway or progressed levels of English. These issues mean some ESL educators are uncertain about showing students at these levels to begin with. Here is an article giving tips to show pre-middle of the road and transitional B1-B2 understudies.

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For more than six decades now, research and practice in English language teaching has identified the "four skills"-listening, speaking, reading, and writing-as of paramount importance. ESL educational plans and reading material all throughout the planet will in general zero in on a couple of the four abilities, at times to the prohibition of the others. Also, a visit to the latest TESOL Convention will offer you a plentiful grouping of introductions recorded by the four abilities.

It is entirely fitting to recognize' language execution along these lines. Humankind has molded two types of beneficial execution, oral and composed, and two types of open execution, aural (or hear-able) and perusing. There are, of course off shoots of each mode. Lumped together under nonverbal correspondence are different outwardly seen messages conveyed through signals, looks, nearness, etc. Realistic craftsmanship (drawings, artworks, and outlines) is likewise an amazing type of correspondence. However, regard for the four distinct abilities does for sure result as students of a subsequent language find the distinctions and interrelationships among these four essential methods of execution.

Notwithstanding our set of experiences of treating the four abilities in independent fragments of an educational plan, there is a new pattern toward expertise joining. That is, as opposed to planning an educational program to show the numerous parts of one expertise, say, perusing, educational program architects are taking to a greater extent an entire language approach whereby perusing is treated as one of at least two interrelated abilities. A course that manages understanding abilities, at that point, will likewise manage related tuning in, talking, and composing abilities. An exercise in an alleged understanding class, under this new worldview, may incorporate.

- a pre-reading discussion of the topic to activate schemata.
- listening to a lecture or a series of informative statements about the topic of a passage to be read.
- a focus on certain reading strategies, say, scanning.
- writing a paraphrase of a section of the reading passage.

This understanding class, at that point, models for the understudies the genuine coordination of language abilities, gets them to see the relationship among a few abilities, and gives the educator a lot of adaptability in making intriguing, spurring exercises.

Some may contend that the incorporation of the four abilities lessens the significance of the guidelines of tuning in, talking, perusing, and composing that are extraordinary to each different expertise. Such a contention infrequently holds up under cautious investigation of coordinated abilities courses. If anything, the added richness of the latter gives students' greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing

Rather than being forced to plod along through a course that limits itself to one mode of performance, students are given a chance to diversify their efforts in more meaningful tasks. Such integration can, of course, still utilize a strong, principled approach to the separate, unique characteristics of each skill.

So, you may be wondering why courses weren't always integrated into the first place.

There are several reasons;

1) In the pre-Communicative Language Teaching (CLT) long stretches of language instructing, the attention on the types of language nearly inclined educational plan creators to portion courses into isolated language abilities. It seemed logical to fashion a syllabus that dealt with, says, pronunciation of the phonemes of English, stress and intonation, oral

structural patterns (carefully sequenced according to presumed grammatical difficulty), and variations on those patterns. These language-based classes would in general be courses in "child etymology" where a distraction with rules and standards trained understudies a ton about language however here and there at the withering cost of showing language itself.

2) Administrative contemplations actually make it simpler to program separate courses in perusing and talking, etc, as a look at current serious and college English courses uncovers. Such divisions can surely be advocated when one considers the items of common sense of planning three-hour-out of every week courses, employing educators for each, requesting course books, and setting understudies into the courses, it ought to be noted, in any case, that a capable instructor who maintains to follow standards of CLT could never direct, say, a "perusing" class without broad utilization of talking, tuning in, and writing in the class.

3) This prompts a third explanation that not all classes are coordinated. There are sure explicit purposes for which understudies are considering English that may best be marked by one of the four abilities, particularly at the high transitional to cutting edge levels. In a scholastic setting like a college, particular workshops, modules, instructional exercises, or courses might be developed expressly to improve certain specific abilities. Thus a module in listening comprehension might include instruction on listening effectively to academic lectures to fellow students in the classroom, to audio programs where there are no visual cues, to the consultative register used in the professor's office, and even to fellow students' casual conversation. Such a course may include phonological, morphological, syntactic, lexical, semantic, and talk elements<sup>1</sup>.

A language training strategy is a solitary arrangement of systems that educators are to continue in the study hall. Strategies are additionally generally dependent on an allowance of faith based expectations about the idea of language and learning. For a long time, the objective of language instructional method was to "track down the correct technique" - a methodological sorcery equation that would work for all students consistently (Brown, 2002).

Methods contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures. The dominant method for much of the last century was the grammar-translation method. This was challenged in the 1950s and 1960s by audio bilingualism, a method that is still very popular today, and whose influence can be seen in a variety of drill-based techniques and exercises.

Audio lingualism was the first method to be based on a theory of learning-behaviorism, which viewed all learning as a process of forming habits, and on a theory of language-structural linguistics. Behaviorism and structural linguistics provided the following key characteristics of audio lingualism:

- Priority is given to spoken rather than written language.
- Language learning is basically a matter of developing a set of habits through drilling
- Teach the language, not about the language, (Avoid teaching grammar rules. Get students to build up their abilities through drill and practice-instruct through "relationship" not examination.) (Moulton, 1963)

During the 1960s, behaviorism and primary phonetics were seriously condemned as being deficient portrayals of both the learning interaction and the idea of language, instead of behaviorism, clinicians proposed psychological brain science while the etymologist Chomsky built up another hypothesis called groundbreaking generative syntax. The two methodologies accentuated thinking cognizance, memory, and the uniqueness of language figuring out how to the human species. Methodologists seized on the hypotheses and built up a strategy known

as psychological code learning. This methodology advanced language learning as a functioning mental interaction as opposed to a cycle of propensity arrangement. Sentence structure was back in style, and study hall exercises were planned that urged students to work out punctuation rules for themselves through inductive thinking.

Notwithstanding strategies dependent on speculations of learning and language, there arose various techniques that depended on a humanistic way to deal with schooling. These methods emphasized the importance of emotional factors in learning, and proponents of these methods believed that linguistic models and psychological theories were less important to successful language acquisition than emotional or affective factors. They believed that successful learning would take place if learners could be encouraged to adopt the right attitudes and interests in relation to the target language and target culture.

The most popular of these techniques were the quiet way, suggestopedia and local area language learning. The best prologue to humanistic learning inside language training is Stevick (1997). Stevick became interested in humanism after he observed both audio-lingual and cognitive code learning in action. He tracked down that the two strategies could either be very fruitful or amazingly ineffective. "How is it," he asked, "that two strategies dependent on profoundly various presumptions about the idea of language and learning could be fruitful or ineffective, by and large?" He inferred that specific study hall procedures made a difference not exactly building up the privilege passionate environment for the students.

Encouraging vocabulary is plainly something other than introducing new words. Since an enormous vocabulary is critical for comprehension and correspondence. A significant point of encouraging vocabulary is to assist understudies with acquiring a huge vocabulary of valuable words. David Cross stated two ways of presenting vocabulary.

First is a teacher can show the meaning in some way; the Second is the teacher can use language that the students already know in order to make clear the meaning of the new lexical items.

Sherre Nist and Carole Mohr continued Cross's ideas and they presented four pieces of evidence for the importance of teaching vocabulary. They are:

1. Vocabulary should be thought of because it is a basic part of reading comprehension. If the learner does not know enough words, he/she is going to have trouble understanding what she read. An occasional word may not stop him/her, but if there are too many words that the learner does not know, comprehension will suffer.
2. Vocabulary is the significant piece of pretty much every government sanctioned test, including, perusing accomplishment tests, school selection tests, and military and professional arrangement tests. Test developers know that vocabulary is the key measure of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section.
3. Studies have shown that students with strong are more successful in school. And one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in the tools not just for better reading, a bit of better writing, speaking, listening and thinking as well. The more words the student knows the more viable his/her correspondence can be, and the more impact he/she can have on individuals around him/her.
4. Words are the instruments of our exchange; words we use in perusing, tuning, recorded as a hard copy and talking. Besides, specialists say that laborers of tomorrow will be approached to change occupations and acquire new abilities at an always expanding pace. The keys to

endurance and achievement will be the capacity to convey capably and adapt rapidly. A strong vocabulary is essential for both of these abilities.

These smidgens of proof are showing that the vocabulary is associated with all abilities. That is the reason it is critical to have a specific vocabulary program with explicit techniques, rules. The National Reading Panel concluded their research by that there is no single research-based method for teaching vocabulary.

In contrast to the National Reading Panel's conclusion Linda Diamond and Linda Gutlohn suggested to follow four components of an effective vocabulary program which were given by Michael Graves:

1. Wide or extensive independent reading to expand word knowledge.
2. Instruction in specific words to enhance comprehension of texts containing these words.
3. Instruction in independent word-learning strategies
4. Word awareness and word-play exercises to rouse and improve learning. Regardless of these realities, ideas, the main elements in educating are students (stays from the start) and conditions.

First, the learners must be interested in understanding the message. From the point of view of vocabulary learning, learners' interest creates a need to understand the unknown words in the text. Second, the message ought to contain a few words that are obscure to students.

These words ought to be reasonable from the setting in which they happen. Third, the students ought not to feel stressed or undermined by their contact with the unknown dialect. Diane August additionally recommended a few methodologies that seem, by all accounts, to be particularly important for building the vocabularies of English language students.

### Conclusion

Finally, keep instructions clear and use simple language. Use the same phrases consistently to ensure students don't get confused and always double-check everyone knows what to before beginning a task or activity.

We hope that this article provides some ideas and guidance for ESL teachers out there who may be a little nervous about moving away from teaching higher levels and starting to teach beginner students. As with all levels, to see classes make progress is such a great reward and perhaps even more so with B1-B2 groups whom you can see progressing from the start of the course as they start to improve and gain confidence along the way.

By always having the students in mind and ensuring our planning is focused on them developing their English skills while having fun at the same time, we are sure you will have successful lessons with all levels you teach.

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