



The Role and Major Techniques in Teaching Vocabulary in Secondary Schools

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Abstract: *The article describes the role and the major techniques in teaching vocabulary among young learners at school. It also emphasizes that four language skills of reading, listening, speaking, and writing all require adequate vocabulary awareness; can be considered the most vital features for language learners.*

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In language teaching, vocabulary has received special attention, especially in the teaching of English as a foreign language. Since the four language skills of reading, listening, speaking, and writing all require adequate vocabulary awareness; it can also be considered the most important component for language learners. The term vocabulary concerns with words and words meaning (Kamil and Heibert (2005:2-3); Richards (2003:4)). Thornbury describes vocabulary as a list of all words in a language that have a type in a phrase that is connected with meaning. The total number of words in a language, as well as the words used to convey a concept or a feeling is referred to as vocabulary. Furthermore, vocabulary is the base of language; without it, there is no language. Students must learn English components such as vocabulary, structure, and pronunciation before mastering the four language skills of listening, speaking, reading, and writing. According to Kamil and Hiebert, there are two forms of vocabulary. The first is useful vocabulary. Since it is generally connected with writing and speaking, it is called active. Words that are common, well-known, and used regularly are characteristics of active vocabulary. The sense is also simple to grasp. The second type of vocabulary is receptive vocabulary, which is linked to listening and reading. There are usually terms that people do not use on a regular basis. There are many forms of vocabulary, according to Miller (2000:178). The first is vocabulary for listening. Many of the words that can be recognized while listening to speech are included in the listening vocabulary. The meaning and tone of voice help to extend this vocabulary. The second is speaking vocabulary, which refers to all of the words that can be used in a conversation. Reading vocabulary is the third phase. It's all the words that come to mind when you're reading. The fourth group is writing vocabulary, which contains all of the words that can be used in writing.

Since vocabulary knowledge is related to the four language skills of reading, listening, speaking, and writing, it is an important factor in language learning. Students with a limited vocabulary will struggle to learn a language and improve their other languages. It would be easier for them to master the four language skills if they have a large foreign language vocabulary (Burton, 1982:98). In reading, mastering vocabulary assists students in understanding the meaning of each word written as well as the context. Mastering vocabulary in listening assists students in comprehending

what they hear from a talk, radio, or television. In terms of communication, mastering vocabulary encourages students to engage in communication, understand what others are thinking, and know what they want to say. Mastering vocabulary in writing assists students in expressing their thoughts in writing.

As previously stated vocabulary is a fundamental component of language and is essential to master. As a result, vocabulary should be taught in schools beginning at the primary level (Pinter, 2006). According to Pinter, previous studies have found that teaching vocabulary to young learners is crucial to their progress in learning English. Beginners can benefit from learning vocabulary as a base for learning English as a foreign language. Furthermore, young learners must be able to communicate both orally and in writing. When young students study reading, grammar, structures, dialogs, and all other English books, they may encounter vocabulary. It means that if a student does not have a proper vocabulary, he may fail to comprehend the English text (Richards and Roger, 1987:7)

The explanation demonstrates the importance of vocabulary learning for young learners in order for them to know and understand foreign language vocabularies. Learners should also be able to string together words into a short sentence. Furthermore, vocabulary learning may encourage students to communicate and engage with one another verbally and in writing. The acquisition of the four language skills of reading, listening, speaking, and writing would then be supported by vocabulary learning for young learners.

Major Techniques in Teaching Vocabulary for Young Learners

Teaching vocabulary is challenging, and teaching vocabulary to young learners varies from teaching vocabulary to adults. Teaching vocabulary, according to Harmer (1991:151-161), entails more than simply introducing and explaining new words. As a result, in order to incorporate new vocabulary, teachers must use a variety of methods or strategies to assist students in effectively acquiring vocabulary. To put it another way, unique strategies are needed to enable students to extend their vocabulary. The strategies by which the teacher performs the lesson to the students are referred to as teaching techniques. Techniques are the methods and means used by an instructor to guide student actions toward a specific goal, i.e., techniques are the teacher's tool. Brown describes strategies, like Gerlach, as any of a broad range of drills, practices, or tasks used in the language classroom that were compatible with a process and therefore in accordance with an approach.

Techniques for teaching vocabulary have been identified by a number of writers (Gairns and Redman, 1986; Nation, 1990; Cross, 1991; and Brewster, J., Ellis, G and Denis Girard, 2003). The authors' methods entailed a significant amount of vocabulary teaching and learning. The strategies for teaching vocabulary are classified into three categories:

1) Presentation techniques. The role of this first stage, as indicated by its title, is to introduce new terms and their meaning. The following are some examples of vocabulary presentation methods that can be used in a school setting: a. Visual effects. Realia (real objects), images, sketches, and flashcards are all used in this technique. Since our memory for objects and pictures is very reliable and visual technique can serve as reminders for recalling words (Taka, 2008), they can help learners remember vocabulary better.

1. The use of actual objects is linked to the use of things or real objects to teach vocabulary in relation to contexts. When teaching the students food vocabulary, the teacher, for example, brings some actual objects such as foods.

2. Making use of photographs. Students' interpretation of a concept or term may be enhanced by using images. At a bookstore, you will find some excellent photo dictionaries. These dictionaries should be used by teachers. Words related to fish, such as gills, eyes, backbone, cold-blooded,

water, large, tiny, and so on, can be taught using an image of a "fish." "Learners remember better the content that has been presented using visual aids," Zebrowska (1975:452) correctly notes. Pictures may also be used to fit pictures to the words they represent in printable worksheets and flashcards.

3. **Make use of sketches** It is a simple and fast method of introducing vocabulary to students. Drawing can be a fun way for students to learn vocabulary. It is not mandatory for the instructor to be an expert at drawing accurate pictures. He will scribble rough sketches to help him visualize a concept. Simple sketches are often successful. You may also make students draw their own pictures, which will help them remember the vocabulary. Stuff, behavior, attributes, and relationships can all be explained using sketches.

4. Using flashcards, which are cards with pictures or words produced by the teacher, is another way to express the word type and its meaning.

b. Verbal techniques.

1. Definition: To define a word is to demonstrate or clarify its meaning. Students may be more cognitively engaged when faced with meaning meanings because they have to work a little harder to grasp the meaning of a phrase (Thornbury, 2002). Allen (1983) recommends that by using description, teachers should demonstrate the context in plain English, using terms that are within the students' existing vocabulary (Thornbury, 2002).

2. Explaining, this technique is done by teacher explaining the words to the learners.

3. Word translation is a fast and simple way to convey meaning. As a consequence, it will help to speed up the teaching and learning process. Both teachers and students benefit from the use of mother tongue when learning the meaning of words.

2) Techniques of practice

These methods include both classroom and homework analysis of previously introduced vocabulary. This style of practice, as Thornburry suggests, stresses the idea that practice makes better. Among the methods are:

1. Vocabulary games are a fun way to learn new words. This approach has shown the benefits of acquiring vocabulary in a number of ways. For starters, games are enjoyable for students and assist in word retention. Second, games typically include friendly competition, which keeps students involved and amused.

2. Repetition Drill. Students are required to repeat what the teacher says as soon as possible, and teachers are not permitted to make mistakes because they are a role model for the students...

3) Techniques of training.

The aim of these approaches is to teach learners how to learn vocabulary on their own, such as using a dictionary and asking for guidance from others.

1. Using a dictionary. It is an essential tool for vocabulary teaching and learning. Students should be encouraged to look up words in dictionaries. As a result, the habit of using it should be instilled from the start.

2. Requesting assistance from others. This approach involves the instructor grouping students in order for them to work on a task together.

Relevance Studies on Teaching and Learning Vocabulary

There are some relevant studies on the scope of teaching and learning vocabulary that researchers in Indonesia have previously analyzed. A study of related studies of vocabulary teaching and learning will be discussed. AstutiPratiwiRahmadhani conducted a report (2015). The research focuses on the approaches used by teachers in teaching vocabulary to young learners in the LIA English course, as well as the challenges they face. Teaching vocabulary is a time and energy-intensive aspect of teaching English, according to the report. As a result, vocabulary teaching techniques are needed. The research was descriptive qualitative, and the instruments used were evaluation, interview, and questionnaire triangulation. The data was analyzed using the triangulation process, which included data management (also known as coding), transcription translation, and then the explanatory level. The findings show the techniques used by the teacher in the course are divided into three stages:

1. Using flashcards and pictures in presenting,
2. Sorting tasks in practicing,
3. Sentence completion in revising vocabulary. While the difficulties encountered by the teachers are the use of too much of L1, uncooperative students, and students' small attention.

Following that, GaluhWulandari (2016) examined the teaching and learning of vocabulary for students in the 6 grade. According to the author of the report, the position of the teacher's competence in mastering various techniques is critical in enabling students to do or achieve the objective of the instructional program on mastering vocabulary. As a result, she looked at the teacher's techniques for teaching vocabulary to the students, as well as the students' responses to the teacher's techniques. The research employed a descriptive qualitative approach, with classroom observations, interviews, and a questionnaire serving as the instruments. The information was analyzed using a triangulation method. The results revealed that the instructor taught the seventh graders vocabulary using five different strategies. Elicitation, translation, etymology, illustration and images, and flashcards were all used. When it came to the students' reactions to the strategies, 24 percent were very agreeable, 67 percent were agreeable, 8% were disagreeable, and 1% was very disagreeable.

Conceptual Framework

According to the literature review, vocabulary is the most important aspect of language proficiency because it determines how well students read, listen, speak, and write. Vocabulary should be taught starting in primary school so that students are prepared to learn English as a foreign language.

Young learners can acquire vocabulary for a variety of purposes, including knowing and understanding foreign language vocabularies, being able to construct basic sentences, and communicating with others both orally and in writing. Finally, vocabulary learning assists students in improving the four language skills of reading, listening, speaking, and writing.

There are some major strategies in teaching vocabulary suggested by some writers that can be used as guides in order to achieve vocabulary teaching and learning. The techniques are classified into three categories: presentation techniques (which include both visual and verbal techniques), practice techniques, and training techniques.

This research focuses on how to teach English vocabulary to young learners. The concern is that teachers have failed to teach vocabulary because they use ineffective methods and tend to teach English grammar over vocabulary. Students lose interest in studying English as a foreign language as a result of this method of teaching vocabulary. The research question that arises from the issue aims to expose the vocabulary teaching methods employed by an English teacher in a public elementary school, which will serve as the case study for this study.

The research will be conducted in a qualitative manner, with classroom observations as the primary data collection technique. This study's data are vocabulary teaching strategies gleaned from the behaviors and utterances of teachers during the teaching-learning process. The data would then be analyzed using the vocabulary teaching techniques table.

Conclusion

The aim of this report, as mentioned in the title, is to investigate the teacher's techniques for teaching English vocabulary to young learners. The findings show that the major techniques used by the teacher in teaching vocabulary to young learners can be divided into three: techniques of presentation which consists of the use of pictures and drawings, meaning definition, translation; techniques of practicing which consists of repetition and test/exercise; and techniques of training which consists of asking for others and the use of dictionary. The instructor used those methods to engage the students in the learning process to ensure that they completely comprehended the lesson. Finally, the use of vocabulary teaching methods can be seen in the students' engagement in the teaching-learning process as well as their strong word retention.

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