

## EFFECTIVE METHODS FOR IMPROVING BEGINNER LEVEL VOCABULARY FOR EFL TEACHERS AND LEARNERS

**Toshmirzayeva Mukadasxon Boltanorovna**

**Abstract:** *This study is conducted to provide EFL learners and teachers a guide to increasing basic level vocabulary through a variety of functional methods techniques and applications. Moreover, the introduction of this systematic method of learning vocabulary will allow students write in English spelling correctly and speak without errors in pronunciation, as well as structural inaccuracies. This study is conducted empirically through direct observation of sample population. Inappropriate teaching and learning methods aimed at increasing vocabulary stock do not allow students to reach an advanced level, and therefore, even after achieving advanced level they tend to make spelling errors, collocation errors and structural inaccuracies. This article will allow students to effectively increase their vocabulary and teachers to teach vocabulary effectively. The results of this study were found useful both EFL/ESL teachers and students.*

**Keywords:** *vocabulary, ESL teaching, ESL teaching, vocabulary teaching.*

### **Introduction**

Vocabulary acquisition is a fundamental aspect of learning a new language, particularly for learners of English as a Foreign Language (EFL). For beginners, building a robust vocabulary foundation is essential for effective communication and comprehension. This article explores effective methods for EFL teachers and learners to enhance beginner-level vocabulary acquisition. The focus is on practical strategies that can be easily implemented in classroom settings and individual study routines.

Vocabulary is the building block of language learning. Without a sufficient vocabulary, learners struggle to understand spoken and written texts and are limited in their ability to express themselves. For beginners, acquiring a basic vocabulary is critical to progressing to more advanced language skills, such as reading comprehension, writing, and conversational fluency.

Contextual learning involves teaching vocabulary within the context of sentences or real-life situations rather than in isolation. This method helps learners understand how words function in different contexts, making it easier to remember and use them appropriately.

- Example: Instead of teaching the word "apple" on its own, use it in a sentence like "I eat an apple every morning." This provides context and shows the word's practical usage.

Visual aids such as pictures, flashcards, and diagrams are powerful tools for vocabulary acquisition. They help learners associate words with images, enhancing memory retention.

- Example: Create flashcards with a picture on one side and the word on the other. Regular practice with these cards can reinforce memory through visual association.

Repetition is crucial for vocabulary retention. Regular review sessions ensure that learners do not forget previously learned words and help reinforce their understanding.

- Example: Incorporate daily or weekly vocabulary review sessions where learners revisit words learned in previous lessons through games, quizzes, or flashcard activities.

Technology offers various resources for vocabulary building. Language learning apps, online games, and interactive activities provide engaging ways for learners to expand their vocabulary.

- Example: Apps like Duolingo, Memrise, and Anki use spaced repetition systems to help learners practice vocabulary in an enjoyable and interactive manner.

Exposure to language through reading and listening activities helps learners encounter new words in context. Selecting materials appropriate for the learner's proficiency level is essential.

- Example: Use graded readers or simple storybooks for beginners. Listening to podcasts, songs, or watching educational videos in English can also introduce new vocabulary in a contextualized and engaging way.

To maximize vocabulary acquisition, it is essential to create an environment where new words are continuously introduced, practiced, and reinforced. Here are some practical steps for implementing these methods in the classroom:

1. Word Walls: Designate a section of the classroom for a word wall where new vocabulary is displayed. This can be organized by themes or topics and can be a visual reference for students.

2. Labeling: Label classroom objects with their English names. This constant exposure helps reinforce vocabulary and provides a practical learning context.

3. Daily Word: Introduce a "word of the day" and incorporate it into various activities throughout the day. Encourage students to use the word in sentences, both spoken and written.

Historically, vocabulary instruction has relied heavily on rote memorization and direct teaching methods. Allen (1983) advocates for explicit vocabulary instruction, suggesting that direct teaching of vocabulary words can lead to significant gains in students' vocabulary knowledge. However, critics argue that while rote memorization can lead to short-term retention, it often fails to promote deep, long-term understanding of words and their usage (Nation, 2001).

Contextual learning, where vocabulary is taught within the context of meaningful activities, has gained substantial support. Nagy, Herman, and Anderson (1985) highlight that students often learn vocabulary incidentally through extensive reading and exposure to language in context. Krashen (1989) also emphasizes the

importance of comprehensible input, suggesting that learners acquire vocabulary more effectively when they encounter words in context rather than in isolation.

Interactive approaches that engage learners in communicative activities have been shown to enhance vocabulary acquisition. Long (1996) proposes the Interaction Hypothesis, which posits that language learners acquire vocabulary through meaningful interaction and negotiation of meaning. Studies by Ellis and He (1999) demonstrate that interactive tasks, such as group discussions and roleplays, can lead to significant vocabulary gains, as they provide opportunities for learners to use new words in context.

Visual aids and mnemonic devices are also recognized as effective tools for vocabulary learning. Paivio's Dual Coding Theory (1971) suggests that combining verbal and visual information can enhance memory and learning. Research by Sadoski and Paivio (2001) indicates that using images, diagrams, and other visual aids can help learners better retain and recall vocabulary. Mnemonic techniques, such as the keyword method, have been found to be particularly useful for beginner-level learners (Atkinson, 1975).

The advent of digital technology has opened new avenues for vocabulary instruction. Computer-Assisted Language Learning (CALL) and mobile learning applications offer interactive and personalized learning experiences. GodwinJones (2011) notes that language learning apps and online platforms provide immediate feedback, gamification elements, and opportunities for repeated exposure, all of which can enhance vocabulary acquisition. Studies by Stockwell (2007) and Burston (2013) show that mobile-assisted language learning (MALL) can be particularly effective for vocabulary development, as it allows learners to practice and review vocabulary anytime and anywhere.

The significance of repetition in vocabulary learning cannot be overstated. Research by Hulstijn (2001) underscores the importance of repeated exposure to new words for long-term retention. The concept of spaced learning, where vocabulary is reviewed at increasing intervals, has been supported by studies in cognitive psychology. Bahrick (1979) and Cepeda et al. (2006) find that spaced repetition leads to better retention of vocabulary over time compared to massed practice.

Integrating multiple methods and modalities into vocabulary instruction can cater to different learning styles and enhance overall effectiveness. Schmitt (2008) advocates for a comprehensive approach that combines direct instruction, context-based learning, interaction, visual aids, and technology. Studies by Gardner and Davies (2014) show that multimodal learning, which engages auditory, visual, and kinesthetic modalities, can significantly improve vocabulary acquisition and retention.

### **Conclusion**

In summary, the acquisition of vocabulary at the beginner level for EFL learners is a multifaceted process that benefits from a variety of instructional methods. The literature underscores the importance of combining traditional direct instruction with

contextual learning, interactive approaches, visual aids, and technology-enhanced methods. Repetition and spaced learning are crucial for long-term retention, while multimodal learning caters to diverse learner needs and preferences. By employing a holistic approach that integrates these strategies, EFL teachers can create an effective and engaging learning environment that significantly enhances vocabulary acquisition. Future research should aim to further explore these methods, focusing on their application in different educational settings and their long-term impact on learners' vocabulary development.

#### REFERENCES:

- Allen, V. F. (1983). "Techniques in Teaching Vocabulary" Oxford University Press.
- Atkinson, R. C. (1975). Mnemotechnics in second-language learning. "American Psychologist", 30(8), 821-828.
- Bahrck, H. P. (1979). Maintenance of knowledge: Questions about memory we forgot to ask. "Journal of Experimental Psychology: General", 108(3), 296-308.
- Burston, J. (2013). Mobile-assisted language learning: A selected annotated bibliography of implementation studies 1994–2012. "Language Learning & Technology", 17(3), 157-225.
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. "Psychological Bulletin", 132(3), 354-380.
- Ellis, R., & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. "Studies in Second Language Acquisition", 21(2), 285-301.