



INTERACTIVE LANGUAGE LEARNING STRATEGIES FOR ENHANCING VOCABULARY ACQUISITION

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Abstract: This article defines various strategies and methodologies for vocabulary enrichment in language learning contexts. It emphasizes the importance of effective communication in foreign language acquisition and highlights the role of vocabulary in facilitating clear and appropriate expression. It explores the significance of incorporating different interaction patterns, various techniques and language games into lessons to maintain learner engagement and foster collaborative learning environments. The article also addresses the value of individual activities, such as reading, writing, and dialogue construction, in reinforcing vocabulary retention. Furthermore, it shows the use of web platforms and digital tools to enhance vocabulary acquisition, alongside traditional classroom methods. Overall, the article indicates a multifaceted approach to vocabulary learning and teaching aiming to empower learners to effectively communicate in a foreign language and become independent language learners

Keywords: language learning, vocabulary acquisition, communicative competence, teaching methodologies, vocabulary skill, interaction patterns, language games, vocabulary enrichment, techniques, strategies.

1 INTRODUCTION

The primary motivation for learning foreign languages shared by all individuals is effective communication, regardless of the mode. Communication involves a reciprocal exchange where both parties must comprehend and encode messages appropriately for the situation and participants involved. Achieving proficiency in communicating in a foreign language requires more than just vocabulary knowledge, including understanding language structures and, most importantly, employing appropriate strategies within specific contexts.

Learners can generally communicate well, having learnt all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations. In order to strengthen vocabulary teaching for communication purposes, teachers need to use different interaction patterns in a lesson because they need to take into consideration the different learning styles and preferences of their learners. Usage of different interaction patterns helps to maintain the interest of the learners and bring some variety into the lesson, creates favorable conditions for learners to communicate with each other. Teachers do not always need to be in control of learners and should give them a chance to work together in groups or pairs.

It is known that improving one's vocabulary is crucial for effective communication. Vocabulary

indicates speaker's communicative competence. Lacking a rich vocabulary hinders the ability to convey thoughts and ideas clearly, both in speech and writing. Enriching one's vocabulary empowers individuals to communicate confidently and efficiently. This enhancement is particularly beneficial for language learners, helping them in understanding words they encounter and enabling them to express themselves proficiently in speaking and writing. Without using enough new words, speaker can not communicate effectively and can not explicate his or her ideas in written or spoken language as well. It gives opportunity to speak, write and read with confidence and in effective way. In essence, vocabulary enrichment is indispensable for language learners as it facilitates comprehension and expression in both oral and written forms of communication.

2 METHODS

2.1 Learning vocabulary

The importance of vocabulary in language learning is often overlooked, particularly in formal educational settings. As we stated before vocabulary skill is considered as a significant component of foreign language learning, the reason for vocabulary learning since a limited vocabulary in a second language obstructs effective communication.

Lexical knowledge is essential to both communicative competence and second language acquisition, according to Schmitt [1]. The scientist

Nation goes on to characterize the relationship as complementary between vocabulary knowledge and linguistic practice: Vocabulary proficiency facilitates language use and vice versa[2].

Using a language guides to developing vocabulary knowledge. Word knowledge is important, as seen by the numerous examples found both on and off classroom.

The most proficient students in the classroom have the most extensive vocabulary. Scholars like Laufer and Nation (1997), Nation (2001; 2005), Maximo (2000), Read (2000; 2004), Gu (2003), Marion (2008), Susanto (2016), and Nation (2001) among others have recognized the significance of vocabulary acquisition in the development of coherent spoken and written texts and in ensuring successful foreign language use[3]. Acquiring knowledge of vocabulary is essential for all linguistic abilities, including speaking, listening, reading, and writing. Furthermore, according to Alqahtani, acquiring a sufficient vocabulary is crucial for successfully using a foreign language because a language learner lacking a large vocabulary will not be able to apply the structures and functions they have acquired for understandable communication[4]. To sum up, vocabulary skill is important not only in communication but also in all skills as well, considering speaking, reading and listening.

2.2. Vocabulary Teaching

Vocabulary is a crucial aspect in learning a language as languages are based on words[5]. It is shown that without learning words, one can not learn a language even communication between human beings is based on words. According to recent study, there may be difficulties in teaching vocabulary since many teachers lack confidence in the best practices for doing so and occasionally are unsure of how to start emphasizing word learning in the classroom [6]. Both educators and learners concur that expanding one's vocabulary is essential to teaching a language [7]. One of the most talked-about aspects of teaching English as a foreign language is vocabulary instruction.

While the teaching and learning process, teachers often encounter challenges in effectively instructing students to achieve desired outcomes. Teaching vocabulary poses a unique challenge as it differs from the students' native language, particularly when teaching English to young learners compared to adults. Hence, teachers must be diligent in selecting and implementing suitable techniques tailored to their students' needs. A proficient teacher should equip themselves with a diverse range of modern teaching methodologies to ensure effective instruction. Teachers should be creative and be able to master the material in order to be understood by students, and make them interested. The teacher needs to know learning style and characteristics of his or her learners Moreover, they have to prepare good techniques and suitable materials in order to gain the target of language teaching. There are often a few

methods used when teaching vocabulary. Nonetheless, most English teachers need to keep in mind a few factors while introducing new vocabulary or lexical objects to their students. If English teachers want their pupils to retain new vocabulary, then it must be learned, used, and reviewed in order to keep students from forgetting.

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners[8]. This makes the teacher work on basic techniques in presenting new words. While doing this, the teacher has to unite more than one technique, instead of just presenting new vocabulary by only one technique. In addition, it is necessary to plan all the process of presenting vocabulary[9].

2.3 Strategies and Techniques

The followings are some techniques of teaching vocabulary:

Teaching vocabulary using Objects

Because visual aids can serve as cues for word recall and because memory for objects and pictures is very dependable, this strategy can aid learners in improving their vocabulary retention. This method involves both demonstration and the use of visual aids. Furthermore, real objects technique should be used while introducing concrete vocabulary to beginning or younger students, according to Gairn's & Redman [10].

Showing the real objects helps learners to remember well the word through visualization in presenting a new word. Objects in the classroom or things brought to the classroom can be used.

Teaching vocabulary by drilling, spelling, and active involvement

Drilling is used to help students become acclimated to the word form, particularly to its pronunciation. Drilling needs to be natural and transparent in order to increase learners' familiarity with the word [11]. Drilling is essential because it helps students remember terms by having them said aloud to them as they learn them [12]. Actually, learning words by heart is the main method of spelling. Since the pronunciation of an English word does not always indicate its spelling, word spelling must be taken into consideration.

Games

Numerous seasoned authors of textbooks and methodology manuals have contended that games possess substantial educational merit beyond mere pastime activities. According to W. R. Lee, the majority of language games engage learners in using the language actively rather than focusing solely on memorizing correct forms[13]. In agreement, Richard-Amato notes that games can be enjoyable, but he also warns against undervaluing their educational value,

especially when it comes to teaching foreign languages. There are several advantages to using games in the classroom, including increased learning, entertainment, engagement, and fluency.

Moreover, games serve to instill an appreciation for the beauty of a foreign language, transcending mere linguistic challenges. They are often employed as brief warm-up exercises or as supplemental activities, integrating elements such as spoken vocabulary presentation, contextual placement of new concepts, and subsequent reinforcement through practice and review. For instance, one of the techniques to enrich vocabulary is by playing games in a classroom. The teacher explores about prepositions of place in a book. After that, the teacher asks the students to read a text which is connected to prepositions of place and they define the difficult words in the text by using their dictionary along with other definitions as a strategy to enrich vocabulary. Then, the teacher explains about public places and reads the words related to public places in the book. After defining them in their language, the students can easily memorize them.

The next, there are many games to play, not just for pleasure, but to increase vocabulary. Playing word games like Hangman is one such example. Hangman is a challenging and interesting game that people can play to improve their vocabulary and spelling skills.

Another one is **Scrabble**. It is a board game where you spell out words in English. It is a timeless board game and was actually invented in 1939. Today, it remains one of the most popular games around the world.

Word search is another fun and challenging game for both kids and adults. First, draw a grid of 10 x 10 squares and place.

Reading the word

Reading is a good way to remember words or to use them. Students or learners can enhance their communication skills, increase self-confidence, and gain assurance. They need to understand synonyms as well as vocabulary. In fact, there are two types of synonyms: absolute synonyms, where the meaning and function of the words are exactly the same, and partial synonyms, where the function and meaning of the words are mainly the same. Through reading, people also enhance their knowledge and common sense.

Writing the word

This strategy requires writing what you read or the words that you learn. The easiest way for students to create a dictionary may be to call it "My Dictionary." For teachers, they can ask students for some simple words, around 15-20 real objects. The teacher writes the words on the blackboard, and students repeat them after the teacher.

Dialogue construction.

One way to motivate learners to learn new vocabulary words is to have them write their own short dialogues. Teacher can model this by first reviewing ten vocabulary words the way teacher and the class likes best. Then, using the entire class as teacher's partner, compose and write a dialogue on the board. Humorous dialogues are more effective than others.

Platforms

On the internet, there are many sites and platforms to boost vocabulary. One of the best sites is the British Council's site, where the tips are written by Joe Gore. The first tip is to write down new words. When you write down new words and read them every day, and make a game or complete a sentence with them, it activates your vocabulary. After that, revise the new vocabulary regularly. This is a good idea because when you see a word repeatedly, you remember it and try to use it. Learning from context is also important. In context, words are written to enrich the text, so there are often many synonyms available.

Web platforms for example apps via emails help to extend vocabulary for example Duolingo, Lingaa, iTalk .

Working alone

Super memo. Learners use the cards to learn the verbs systematically, at fixed time intervals, using boxes. Taking into account the forgetting curve, learners have to plan their learning and relearning in such a way that the forgetting is minimized. They can use small boxes, or a box with different slots in it. They put all the verbs you have to learn in slot number. When each verb is learnt it goes to slot number two and so on until the last slot. All forgotten verbs are returned to the start.

Working in pairs

One pack of cards. Learners spread the cards on the table, English face down. In turn they keep one and translate. They check by reading and saying the verb. They keep the card if it is correct. If they don't know any of them they say "pass". Winner is the one with the most cards.

Use your transparent folder. Learners keep all these cards in transparent folders (sort of slide folders A4 format). They place one empty, without cards on the desk. Aim of the game is to go from top to bottom and vice versa, or from left to right or vice versa by placing verbs and saying them (if they place the L1 they have to say the English).

Working in small groups

Playing cards. Two packs. One pack is English face up, a pile on the table. The other is given out to all the players (they read the L1). In turn, they take one card

from the pack and keep it, if they have the matching one. Then they discharge the matching pair. If they don't have the matching one, they leave it on the table for someone else to match. They can pick a card either from the table or from the pack.

The variety of methods (of teaching vocabulary) leads to increased vocabulary learning. Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction.

As language learners may experience getting new words in a variety of ways in the classroom through the teacher's language, through the language of other learners, or through learning materials, so vocabulary has long been found as language learners' big problem that could block their language learning road. Hedge (2000) highlights the ultimate role of the teacher, besides explaining new words to learners, is to build independence to learners. There are some ways, such as by training them good strategies for vocabulary learning, and build their independency to master new words, and other creativity they may have to master the words.

3 CONCLUSIONS

Teachers should consider the type of vocabulary, the characteristics and level of the students, and the usefulness of the strategies for the learners before explaining the meaning or form of vocabulary items. A student's age, educational background, and degree of English proficiency can all have an impact on their learning, therefore teachers must take these factors into consideration while implementing their teaching methods. They can also give their learners opportunity to encounter terms frequently and in multiple contexts, which will help them learn vocabulary. When teaching vocabulary in an EFL context, students should have a clear understanding of what vocabulary is and how to acquire it completely.

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Learning vocabulary in a classroom context is done by using different effective techniques and approaches as well as interactive language games. Especially, at A1-B1 levels these interactive games can turn a boring word learning process into fun and help learners become less dependent on the teacher. Learners can hear other learners' points of view and practice newly learned words by sharing their ideas and opinions, and thus begin to learn to become independent learners. Learning language is the best thing to boost our life. As mentioned, many strategies and methods are valuable, worthwhile for students and adults whatever if one finds it worthy to learn, anyone can learn it easily.

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