

### Жаңы сөздөрдү окутуу

*Жаңы сөздөрдү үйрөтүү дайыма кыйынчылык туудуруп келет. Англис тилинде сүйлөө үчүн ошол тилдин белгилүү сөз байлыгына ээ болуу керек. Бул макалада жаңы сөздөрдү үйрөтүүнүн айрым жолдору жана студенттердин мыкты үйрөнүүсү үчүн аларга кантип жардам берүүнүн негизги принциптери жөнүндө сөз болот.*

**Ачкыч сөздөр:** *данек сөздөр, аныктоочу сөздөр, көңүлдү топтоо, түрдүү жол менен сунуштоо, үйрөнүүнү жекечелөө, изилдөө каражаттары.*

*Обучение лексике все еще остается одной из сложных задач. Чтобы говорить на английском языке, следует овладеть определенным количеством слов данного языка. В статье рассматриваются некоторые пути обучения новых слов на уроках английского языка, и даются предложения преподавателям как помочь студентам более эффективно выучить новую лексику.*

**Ключевые слова:** *основные слова, определенные слова, сосредоточивать внимание, предлагать разнообразие, повторение и выучивание, персонификация обучения, средства исследования.*

“Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in his advice to students from a recent course book (Dellar H. and Hocking D, *Innovations*)”. You can say very little with grammar, but you can say almost anything with words!” The process of teaching a foreign language is a complex one: it has necessarily to be broken down into components for purposes of study. There are three such components: (1) presenting and explaining new material; (2) providing practice; and (3) testing.

In principle, the teaching processes of presenting, practicing and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own. They make sure they **perceive and understand** new-language (by paying attention, by constructing meanings, by formulating rules or hypotheses that account for it, and so on); they make conscious efforts to **learn it thoroughly** (by mental rehearsal of items, for example, or by finding opportunities to practice); and they **check themselves** (get feedback on performance, ask to be corrected).

In the classroom, it is the teacher's job to promote these three learning processes by the use of appropriate teaching acts. Thus, he or she: presents and explains new material in order to make it clear, comprehensible and available for learning; gives practice to consolidate knowledge; and tests, in order to check what has been mastered and what still needs to be learned or reviewed. These acts may not occur in this order, and may sometimes be combined within one activity; nevertheless good teachers are usually aware which their main objective at any point is in a lesson.

This is not, of course, the only way people learn a language in the classroom. They may absorb new material unconsciously, or semi-consciously, or through their own engagement with it, without any purposeful teacher mediation as proposed here. Through such mediation, however, the teacher is to provide a framework for organized, conscious learning, and opportunities for - further, more intuitive acquisition.

In order for our students to learn something new (a text, a new word, how to perform a task) they need to be first able to perceive and understand it. One of the teacher's jobs is to mediate such new material so that it appears in a form that is most accessible for initial learning. This kind of mediation may be called 'presentation'. People may, it is true, perceive and even

acquire new language without conscious presentation on the part of a teacher. We learn our first language mostly like this.

Another contribution of effective teacher presentations of new material is that they can help to activate and harness learners' attention, effort, intelligence and conscious learning strategies in order to enhance learning. For instance, you might point out how a new item is linked to something they already know, or contrast a new bit of grammar with a parallel structure in their own language.

This does not necessarily mean that every single new bit of language – every sound, word, structure, text, and so on – needs to be consciously introduced; or that every new unit in the syllabus has to start with a clearly directed presentation. Moreover, presentations may often not occur at the first stage of learning: they may be given after learners have already engaged with the language in question, as when we clarify the meaning of a word during a discussion, or read aloud text learners have previously read to themselves.

The ability to mediate new material or instruct effectively is an essential teaching skill; it enables the teacher to facilitate learners' entry into and understanding of new material, and thus promotes further learning.

### **What do we need to teach about vocabulary?**

Learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.

Richards (1976) and Nation (2001) list the different things learners need to know about a word before we can say that they have learned it. These include: (1) The meaning(s) of the word (2) Its spoken and written forms (3) What “word parts” it has (e.g., any prefix, suffix, and “root” form) (4) Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in) (5) Its collocations (6) Its register (7) What associations it has (e.g., words that are similar or opposite in meaning) (8) What connotations it has (9) Its frequency.

For a long time, teaching approaches such as the **Direct Method** and **audiolingualism** gave greater priority to the teaching of grammatical structures. The advent of the **communicative approach** in the 1970s set the stage for a major re-think of the role of vocabulary. The communicative value of a core vocabulary has always been recognized, particularly by tourists. A phrase book or dictionary provides more communicative mileage than a grammar – in the short term at least. In 1984, for example, in the introduction to their Cambridge English Course, Swan and Walter wrote that “vocabulary acquisition is the largest and most important task facing the language learner”. Course books began to include activities that specifically targeted vocabulary.

It would be unrealistic to teach everything there is to know about a word the first time it is presented to students – and any such attempt would make for some very tedious lessons. Obviously we need to make choices about how much we teach on a first presentation. For example with the word *like*, in addition to its sound and spelling we might choose to teach only one of its meanings (to enjoy, find something to be pleasant), with one grammatical pattern (I like + singular or plural noun) and some associated vocabulary (I like football/cartoons; I can't stand game shows). At a later date we can add other meanings such as to be similar to (I have a car like that) or add more grammatical patterns such as like + to + verb (I like to play tennis). The choices we make are influenced by factors such as frequency, usefulness for the classroom, and “learnability” – how easy the item is to learn and teach or how to create an opposite meaning using a prefix [8].

Another issue to consider is which vocabulary we want students to be able to use when they speak and write (their active or productive vocabulary) and which we want them to be able to recognize and understand but not necessarily produce (their passive or receptive vocabulary)[3]. Students often feel frustrated that they can understand more than they can produce, but explaining this issue of active versus passive knowledge as a normal part of

learning can be reassuring. When you assign vocabulary lists to learn, why not include some passive vocabulary items and discuss with students which items they need to learn “for understanding” and which they need to learn really well so that they can use them. Additionally, even from the elementary level, it is important to include in vocabulary lessons not just single words, but also larger “chunks” such as collocations, phrases, or expressions, even whole sentences, as well as strategic vocabulary [9].

There are a great number of choices available to the teacher when planning a vocabulary presentation. Hereby we view what’s the role of a teacher and a learner in the acquisition of a new vocabulary and see some of the ways.

The process of learning a word means to the learner: (1) identification of concepts, i. e., learning what the word means; (2) learner’s activity for the purpose of retaining the word; (3) learner’s activity in using this word in the process of communication in different situations. Accordingly, the teacher’s role in this process is: (1) to furnish explanation, i. e., to present the word, to get his learners to identify the concept correctly;(2) to get them to recall or recognize the word by means of different exercises; (3) to stimulate learners to use the words in speech.

There are a great number of choices available to the teacher when planning a vocabulary presentation. Ways of presenting new vocabulary:

1. Traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage of being the most direct route to a word’s meaning – assuming that there is a close match between the target word and its L1 equivalent. It is therefore very economical, and especially suitable for dealing with incidental vocabulary. An over-reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly. Also, because learners don’t have to work very hard to access the meaning, it may mean that the word is less memorable. A case of “no pain, no gain”.

2. An alternative to translation – and an obvious choice if presenting a set of concrete objects such as clothes items – is to somehow illustrate or demonstrate them. This can be done either by using real objects (called *realia*) or pictures or mime. The use of *realia*, pictures and demonstration was a defining technique of the **Direct Method**. The Direct Method, in rejecting the use of translation, developed as a reaction to such highly intellectual approaches to language learning as Grammar-Translation. Such an approach is especially appropriate if teaching beginners, and with mixed nationality classes, where translation is not an option. The teachers who accepted this method involve the learner from the first step of learning a new language in conversation and supply meaning by referring directly to visual materials, namely objects and picture charts; they act out the meaning of the sentences in order to make themselves understood. Visual materials have an important role to play in the development of hearing and speaking skills. Carefully devised they help to get rid of the necessity for constant translation and assist the teacher in keeping the lesson within the foreign language.

Visual aids take many forms: flashcards (published and home-made), wall charts, transparencies projected on the board or wall using the overhead projector, and board drawings. Many teachers collect their own sets of flashcards from magazines, calendars, etc. Especially useful are pictures of items belonging to the following sets: *food and drink, clothing, house interiors and furniture, landscape/exteriors, forms of transport* plus a wide selection of pictures of people, sub-divided into sets such as *job, nationalities, sports, activities* and *appearance (tall, strong, sad, healthy, old, etc)*. Not only such pictures can be used to present new vocabulary items, but they can be used to practice them.

Of course, reliance on real objects, illustration, or demonstration, is limited. It is one thing to mime a chicken, but quite another to physically represent the meaning of a word like *intuition* or *become* or *trustworthy*. Also, words frequently come up incidentally, words for which teacher won’t have visual aids or *realia* at hand. An alternative way of conveying the meaning of a new word is simply to use words – other words. This is the principle behind dictionary definitions. 3) Verbal means of clarifying meaning include:

- providing an example situation;
- giving several example sentences;
- giving synonyms, antonyms, or superordinate terms;
- giving a full definition.

4) A *situational* presentation involves providing a scenario which clearly contextualizes the target word (or words). Here, for example, is a situation for teaching *embarrassed/embarrassing*: *Catherine saw a man at the bus stop. His back was turned but she was sure it was her brother, so she tapped him on the shoulder with her umbrella and shouted "Look out! The police are after you!" The man turned around. He was a complete stranger. She was terribly embarrassed. It was a very embarrassing experience.* Reinforcing a situational presentation with pictures, board drawings, or gesture makes it more intelligible, and perhaps more memorable. More memorable still is the situation that comes directly from the experience of the learners – whether the teacher or students. In other words, the teacher could tell her own story of when she was embarrassed, and then invite the students to tell their own.

5) An alternative to the situational approach is to provide students with *example sentences*, each one being a typical instance of the target word in context. This is not dissimilar to the way concordances can be used. From the cumulative effect of the sentences the students should be able to hypothesize the meaning of the target word- using induction: the mental process of hypothesizing from examples. Here is a teacher giving sentence examples for the word *fancy*:

T: Listen to these sentences and see if you can work out what the verb *fancy* means: Number one: *He's really nice, but I don't fancy him.* [pause] Two: *I fancy eating out tonight. Don't you?* [pause] Three: *Do you fancy a cup of coffee?* [pause] Four: *Fancy a drink?* [pause] Five: *That guy on the dance floor- he really fancies himself.*[pause] And six: *I never really fancied package holidays much.* [pause] *OK, talk to your neighbor and then I'll read them again ...*

The teacher should allow the students as many hearings of the sentences as they think they need before they are confident enough to venture an answer. Depending on whether the class is monolingual or not, the teacher can then elicit a mother tongue translation of the target word, or alternatively, a synonym or definition. One advantage of this approach is that the learners hear the word several times, increasing the likelihood of retention in memory. Another advantage is that they hear the word in a variety of typical contexts (rather than just one) so they can start to get a feel for its range of uses as well as its typical collocations.

Very often a quick explanation, using a synonym (*'fancy' –it means 'like'*), antonym (*'outgoing' –it's the opposite of 'shy, introverted'*) or superordinate term (*a 'hearing' is a kind of fish*), will serve, especially in incidental vocabulary work. This is particularly useful when *glossing* (explaining) words that come up in texts.

More elaborate *definitions*, such as those in dictionaries, require more effort on the part of both teacher and learner. Lexicographers (dictionary writers) spend a great deal of time over definitions, so there is no reason to think that teachers will find them difficult. Fortunately, learner's dictionaries phrase their definitions in language that offers teachers a reliable model.

The use of the direct way, however, is restricted whenever the teacher is to present words denoting abstract notions he must resort to translation. Pupils are recommended to get to know new words independently; they look them up in the word list at the back of the book or the dictionary.

How many words are there and how many do we need to teach? It's almost impossible to say exactly how many words there are in English. Counting words is a complicated business. For a start, what do we mean by a word? Look at these members of the word family RUN: *run, runs, running, ran, runner, and runners*. Should we count these as one "word" or six? How do we count different uses of the same word? For example, is the verb *run* the same in *run a marathon* as in *run a company*? Is it the same as the noun *a run*? How do we deal with idiomatic uses like *run out of gas, feel rundown, or a run of bad luck*? And, of course, new words are being added to the language all the time; the Internet especially has given us lots of new words like *podcast, netizen, and blog*, as well as new meanings such as *surf* as in *surf the web*. Despite such

difficulties, researchers have tried to estimate how many words native speakers know in order to assess the number of words learners need to learn.

A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he or she had acquired by the age of five. An English dictionary includes many more: the *Longman Dictionary of Contemporary English*, for example, contains “over 80,000 words and phrases”. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.

The answer must depend to a large extent on the learner’s needs. A holiday trip to an English-speaking country would obviously make different vocabulary demands than a year’s study in a Britain university. About 2,000 words, too, is the size of the **defining vocabulary** used in dictionaries for language learners. These are the words and suffixes that are used in the dictionary’s definitions.

There is a strong argument for equipping learners with a core vocabulary of 2,000 high frequency words as soon as possible. The researcher Paul Meara estimated that at the rate of 50 words a week this target could be reached in 40 weeks, or one academic year, more or less. Of course, this is the minimum or threshold level. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination, for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number [7].

*How can we help learners learn vocabulary?*

As we said earlier, there is a lot to learn about vocabulary in terms of its range. Materials can help students in two broad areas: first, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom. There is a vast amount of research into how learners learn best and how teachers might best teach. The next section presents some key principles that we can follow to help students learn vocabulary more effectively.

*Focus on vocabulary*

Give vocabulary a high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language isn’t just about learning grammar [4]. One of the first vocabulary learning strategies for any classroom is how to ask for words you don’t know in English, and how to ask the meaning of English words you don’t understand, so phrases like “What’s the word for in English?” “How do you say ?,” and “What does it mean?” are useful to teach at the basic levels. As students progress, another useful strategy they can use is to paraphrase: “It’s a kind of,” “It’s like a,” and “It’s for -ing X” etc. Focusing on these strategies puts vocabulary learning firmly on the classroom agenda.

An important vocabulary acquisition strategy which Nation (2001) calls “noticing” is seeing a word as something to be learned. In this view, knowing what to learn is a necessary prerequisite to learning. Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned, what each item is (a single word, a phrase, a collocation etc.) and for what purpose (active use or passive recognition). And materials can help teachers in this in the following ways: providing clearly marked vocabulary lessons; making the target vocabulary set stand out, including focused practice and regular review; giving structured exercises designed for developing noticing strategy.

*Offer variety*

Tomlinson (1998) suggests a number of principles for developing successful materials. The first of these is that “Materials should achieve impact.” He suggests that this can be done with unusual and appealing content, attractive presentations, and variety. Teachers can use different ways to present vocabulary including pictures, sounds, and different text types with which students can identify: stories, conversations, web pages, questionnaires, news reports, etc. In each of these contexts, topics should be relevant to students’ interests. Similarly, practice activities should vary and engage students at different levels. These should range from simple listen-and-repeat type of practice through controlled practice to opportunities to use the vocabulary in meaningful, personalized ways. Offering variety also means catering to different learning styles, and as Tomlinson notes, some students may use different learning styles for different types of language or in different learning situations. So this means offering activities that sometimes appeal to learners who are more “studial” and “analytic” (those who need to analyze the language and to be accurate in their use of it) as well as learners who are “experiential” and “global” (those who are less concerned with accuracy as with learning whole chunks of language) and catering to students who prefer to learn either by seeing, hearing, or doing something.

#### *Repeat and recycle*

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Some researchers have suggested various numbers of encounters with a word for learning to take place, ranging from five to up to twenty. Some suggest that an impressive amount of learning can take place when students learn lists of paired items (English word and translation equivalents); others suggest that this method of learning does not aid deeper understanding of the words or help develop fluency. However, that repetition is an important aid to learning and that having to actively recall or “retrieve” a word is a more effective way of learning than simple exposure or just seeing a word over and over [9]. Repeating words aloud helps students remember words better than repeating them silently. Forgetting mostly occurs immediately after we first learn something and the rate of forgetting slows down afterward [1].

Organizing vocabulary in meaningful ways makes it easier to learn [8,9].

Textbooks often present new vocabulary in thematic sets as an aid to memory, but there are other types of organization and these can be described under three broad headings: real-world groups, language-based groups, and personalized groups, examples of which are given below. Real-world groups occur in the real world, such as the countries within each continent, parts of the body, the foods in each food type (carbohydrate, protein, fats, etc.), activities that take place for a celebration (e.g., at a wedding), expressions people typically use in everyday situations (e.g., when someone passes an examination, has bad luck, etc.). Students can draw on their general knowledge to group English vocabulary according to concepts with which they are already familiar.

Language-based groups draw on linguistic criteria as ways of grouping, for example, the different parts of speech of a word family; words that have the same prefix or suffix, or the same sound; verbs and dependent prepositions; collocations of different kinds (verb + noun; adjective + noun, etc.).

Personalized groups use students’ own preferences and experiences as the basis for the groups. It might include grouping vocabulary according to likes and dislikes, personal habits or personal history, for example, foods that you like and don’t like, or eat often, sometimes, rarely, or that you ate for breakfast, lunch, and dinner yesterday. Making vocabulary personal helps to make it more memorable.

There are many different ways of practicing newly presented vocabulary in class, from repeating the words, controlled practice, or reacting to the content in some way, to using the vocabulary to say true things about oneself. For example, in learning the vocabulary of countries, students can: (a) listen to the names of countries and repeat them (b) identify the countries they know in English, and add new ones (c) say which languages people speak in different countries

(d) say which countries are near their own, or which they have personal connections with (I'm from . . . ; My brother lives in . . . , etc.), or which they would like to visit.

At this point, a useful step is to take time to organize the new vocabulary in some way that allows students to “notice” and bring together the target words as the basis for a communicative activity or to have a clear record for review purposes, or both.

#### *Make vocabulary learning personal*

Related to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives. Students should be encouraged to add vocabulary they want to learn, too. And if the experience of learning is also enjoyable, so much the better! One note of caution is that personalization may be more appropriate for some students than others. In a large study of vocabulary learning strategies used by students at different ages, Schmitt [8] reports that younger (junior high school) students found that personalization was less helpful to them than the older students in university and adult classes.

#### *Helping students become independent learners in and out of class.*

A lot of vocabulary learning research points to the relative success of learners, who are independent, devote time to self-study, use a variety of learning strategies, and keep good vocabulary notes. As Gu (2003) summarizes his own and other studies, “Good learners seem to be those who initiate their own learning, selectively attend to words of their own choice, studiously try to remember these words, and seek opportunities to use them.” We can help students be better learners and acquire good learning habits by setting structured learning tasks that can be done out of class. These might include helping students construct a vocabulary notebook, using resources such as dictionaries and the Internet, and finding opportunities to use English. Let's look at these three areas.

#### *Vocabulary notebooks*

Materials which give space to personal learning logs, like vocabulary notebooks, encourage students to continue learning outside of class. Although learning logs are often recommended to be in loose-leaf folders or on cards and separate from the textbook (Schmitt and Schmitt 1995), the course book can play a valuable role by offering guidance in the form of different types of note-taking skills and learning tips, as well as providing organizing tools such as templates, grids, and charts. Very often students' own vocabulary note-taking consists only of writing translation of single words in lists, but it can be much more varied than this, including labeling pictures and diagrams, completing charts and word webs, writing true sentences, creating short dialogues, etc. Good vocabulary notebook activities show students what is worth writing down and give ideas for various ways of organizing vocabulary notes, using different grouping ideas, as mentioned above.

#### *Research tools*

Students now have access to vast resources such as the Internet and the wealth of information in learners' and online dictionaries. If students are trained how to use these resources and understand how they can provide information on formality, collocation, grammatical patterns, etc., they can exploit these resources more effectively and become more independent in their learning.

#### *Everyday usage*

Materials can also provide students with ideas to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English-speaking environments. Activities might include labeling items of furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store. As mentioned earlier, the act of retrieving vocabulary seems to be an effective way of learning, and such activities can take place at any point in the day – not just at times designated for studying English.

A teacher should think of how many words to present at a time, whether to use translation as a means of presenting meaning and use some forms of illustration, etc. Translation is an

economical way of presenting meaning but may not be the most memorable. Also a teacher should keep in mind that establishing the meaning of a new word first and then presenting its form is a standard approach, illustrating meaning is effective, but is limited to certain kinds of words and explaining meaning verbally is time-consuming but can be effective if explanations are kept clear and simple [5].

The acquisition of vocabulary is arguably the most critical component of successful language learning. Since there are so many things to learn about each piece of vocabulary (meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc.) it is important that we as teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items. We need to repeat vocabulary often, because students must work with a word or phrase many times before acquisition takes place, and we must offer variety to keep the exercises fresh and to cater to different learning styles. Finally, we need to help students understand that learning is a gradual process that takes place in small, manageable increments over time, and to encourage them to seek additional information on their own, personalizing the learning experience and tailoring it to their own specific needs.

In conclusion it should be said that vocabulary skill is very important in learning foreign language, because it helps to develop speaking skills. And so it's necessary to teach vocabulary right way and spare much attention. The teacher can use the different ways for developing learner's ability to enrich vocabulary. We viewed some of them in this work.

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### ***Teaching vocabulary***

*Teaching Vocabulary retains to be one of the most difficult one. In order to speak in English one must assimilate a certain amount of words of that language. In this article it is surveyed the ways underlying the presentation of vocabulary in the second language and sketched some key principles that teachers follow to help students learn vocabulary more effectively.*

**Key words:** core vocabulary, defining vocabulary, focus on vocabulary, offer variety, repeat and recycle, make learning personal, vocabulary notebooks, research tools.



