



THE SIGNIFICANCE OF TEACHING STRATEGIES AND APPROACHES TO HONE VOCABULARY, LISTENING AND READING APTITUDES

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Abstract

This article discusses methods and approaches to teaching English skills, especially listening and reading in EFL classes. A series of effective methods such as using authentic materials, extensive listening and reading, vocabulary improvement and writing tracks can be employed in the classroom to develop learners' language learning ability and enhance teaching outcomes considerably. Furthermore, there are some crucial aspects of teaching a foreign language that should meticulously be considered while choosing listening and reading strategies in EFL classes. This article is also intended to elaborate aforementioned considerations.

Keywords: EFL, , method, approach, strategy, technique, extensive reading, extensive listening, skimming and scanning, vocabulary, lexical resource.

Introduction

English language is becoming increasingly popular and a widely used international language over the globe and it is prevalently accepted as a language for communication. Furthermore, the English language is also the language of science, diplomacy, mass media, and, world information sources. In other words, English is a language that opens the window of opportunities for successful life and career.

In Uzbekistan, a significant consideration in teaching English to learners has been dramatically increasing in recent years. Undoubtedly, in response to the exponential growth in the demand for it to be taught at even younger ages by parents who want to provide their children with worthwhile knowledge. Ministries of education have begun to respond, with the great expansion of provision for foreign language teaching at primary levels in Uzbekistan. After the Presidential Decree “ On measures to further improve foreign language learning system” [1] various important and considerable implementations have been accomplished.



The decision of the Cabinet of Ministers of the Republic of Uzbekistan «On Adopting the State Educational Standards of Continuous Education in Uzbekistan (requirements to the content and level of learners on foreign languages)» [2] has been the simple implemented practice since 2013-2014 academic year. According to state educational standards, for continuous education on foreign languages state educational standards define aims and tasks of the subject essence of teaching and learning foreign languages. Besides that, the English faculties in various universities and institutions are provided cutting-edge technology and financial funding by the government. Also, the number of hours for teaching a foreign language is amplified. Several masterclasses, training courses, and, exchange programs are organized in or tone Language teaching and learning processes.

One of the indispensable aspects of a language is vocabulary or lexical resources. Any learner must have good or adequately rich vocabulary to express one's ideas clearly.

Listening has been characterized as a complex process that allows us to understand spoken language. In order to understand the complexity of listening, one must examine the process of listening comprehension, including the types of knowledge involved in listening, bottom-up and top-down processing views of listening comprehension, interactional and transactional functions of language use, and the nature of real-life listening.

Reading is one of the most important ways students and adults learn new information. Reading comprehension can also help struggling readers build enjoyment of reading and participate more fully in lessons. Improving reading comprehension can help your students become successful readers in and out of the classroom for the rest of their lives. There are several reading techniques that can be used in classes to enhance reading skill.

Methodology

The process of listening comprehension has begun to be seen as an active process rather than a passive process because “listeners actively process and interpret information” point out the mental processes involved in listening.

However, it is important to create a good balance between authentic and pedagogically-prepared listening materials because learners can only learn what is comprehensible to them, not what is incomprehensible to them. Using authentic materials does not necessarily mean using real life listening texts in the



classroom. Teachers should adapt authentic texts in terms of cognitive load and task demand instead of just simplifying the language of the text. Adapting texts might be as easy as not having students to respond to the all of physical task demands, such as listening and marking places on a map.

There are various strategies to enhance listening comprehension and preparation for diverse language tests and examinations.

One of them is to improve listening by writing or typing whatever we listen from the audio track. This method seems really grueling and time-consuming, however its efficacy is really high. Secondly, daily listening is another crucial strategy to enhance listening comprehension and this can improve listening skill considerably and regular practice makes the learner get used to understanding faster and more clearly.

Furthermore, daily conversation in English is one of effective strategies to improve listening skills. Role-plays might help the tasks look less frightening. Teachers should tell the students the correct answers directly after the exercise, thus giving them the chance to measure their own performance.

This strategy involves two techniques, namely skimming and scanning. Skimming involves listening for the main ideas being communicated whereas scanning involves listening for details. Preview questions facilitate skimming and scanning for learners by helping learners to focus on the information that is needed to understand and disregard the rest.

Yet, the two techniques may not always be useful to learners since not all listening, such as listening to poems, humorous materials, or short stories, requires getting the idea quickly. Using resources for receiving and sending messages involves making use of all available materials such as dictionaries, reference books, word lists, grammar books, magazines, books on culture, radio, tapes, TV, videocassettes, and exhibitions to find out the meaning of what is heard.

Vocabulary is essential in language learning process, however, it is plain that most learners face difficulty memorizing new words and applying them in their speech appropriately. In addition, some other factors such as complex, homonym, and polysemantic words, lack of proper approach to learning may impede learners from mastering the vocabulary. Nevertheless, contemporary pedagogy is exploring effective methods to teach vocabulary and increase the efficiency of the vocabulary learning process. Approaches to teaching vocabulary



may vary according to the learner, his age, and the purpose of learning the language.

The illustration method is much more effective if it is used in primary classes and to teach young aged pupils who are mostly visual learners. The actual object or model of the object is shown to the learners and the teacher tells the names of the object. Subsequently, learners first in the chorus then individually repeat the name and translation of the object.

The synonym learning approach is also fruitful. Students have a higher possibility of acquiring more new vocabulary if they learn with words that have a similar meaning. Synonyms aid to enrich learners' vocabulary bank and provide alternative vocabulary and learners will be able to use the words interchangeably. Also, synonyms enable not only to make very meaningful and lively conversation but also every user can recall each word more quickly and may try to use the more academic and appropriate alternative of a word.

Vocabulary is an important part of understanding a text and is vital for reading ease and fluency. Vocabulary teaching strategies can help students build the tools to understand new words on their own.

Read-aloud strategies can also help you model the process of learning new words for students. Show them how to use context clues to find meaning, and have them make a vocabulary list of all the new words they know or want to learn.

Reading comprehension is a reader's ability to understand the explicit and implicit meaning of a text, or piece of writing. It moves beyond vocabulary knowledge and word recognition to add meaning. When students use reading comprehension skills, they're turning words into thoughts and ideas.

Reading is one of the most important ways students and adults learn new information. Reading comprehension can also help struggling readers build enjoyment of reading and participate more fully in lessons. Improving reading comprehension can help your students become successful readers in and out of the classroom for the rest of their lives. The two main components of reading comprehension are vocabulary knowledge and text comprehension. Both of these skills combine to help students get the most out of a text.

It also includes strategies for using context clues to determine the meaning of unfamiliar words. The reading comprehension process is over before it begins if students don't have solid vocabulary knowledge or the ability to learn new words.



Text comprehension is a big-picture look at what, exactly, a text means. It helps students interact with a text to understand what's being said and what they need to learn from it.

When students have good text comprehension skills, they can answer questions about what the author is saying, summarize the passage and connect information between texts or prior knowledge. In short, it helps them move beyond literal comprehension and into higher levels of thinking.

Thanks to the internet, reading doesn't just happen, there are lots of resources you can use in your classroom to engage kids with different interests as they practice their reading comprehension. Prodigy English is a brand-new adventure that introduces kids to a world filled with adventures, wishes and more ways to love reading.

Result

In order to exactly analyze the efficiency of listening techniques, 3 groups of students were tested in a 3- month period and each of them was given a different method to enhance listening skill.

According to the test results, all strategies were proven quite efficacious with noticeable increases in listening skill. Writing method showed the most considerable results with the figures 18 and 26 out of 30 in December and March respectively. Listening podcasts and English tracks regularly resulted an increase by 6 while communication in English increased the results to 17.

In terms of reading skill analysis, the language learners were encouraged to enhance reading scores through 3 different methods, namely building and boosting vocabulary, extensive reading and learning necessary reading strategies.

The results indicated that by vocabulary learning and reading regularly, learners' results rose steadily. Although learning strategies first increased the scores considerably, later it did not make significant change but caused a slight decline.

Discussion

In the classroom, however, it is impractical to hear and monitor the responses of the class together. Thus, most classroom responses to listening texts occur in the form of physical actions or movements, like writing down the answers, or drawing pictures. The tasks may be more difficult for listeners to achieve if the listening material includes too many physical responses. Learners may feel



frustrated and unconfident about listening comprehension even if they understand the texts almost completely. Teachers may avoid the failure caused by texts that are overloaded in terms of the physical response they require from the learners. Teachers may do the exercises themselves before the class and adapt the tasks if necessary.

One solution to the difficulties associated with teaching listening may be to focus on developing strategic listeners. Students need to be made aware of how strategic listeners act when understanding is imperfect. Teachers can model listening strategies by, for example, having their students write down the words they understand; make inferences about these words; listen again and revise their inferences; then check them against what the speaker says next. The importance of strategy instruction is developed further in the next section.

Sahraini [4] claims that in designing a model of teaching and learning English vocabulary through interactive activities, an English teacher is expected to make the students enjoyable and interested in studying English. The teacher must be also creative in using some appropriate approaches, techniques, and games in the process of teaching and learning.

Reading aloud integrates auditory learning of listening to the words and tactile-kinesthetic learning of the act of saying the words aloud which intrinsically builds reading comprehension. It is easier to remember what you have read when you have not only visually read the words but to hear them again out loud. An advanced reader can correctly read the passage aloud with proper intonation, expression, and attention to punctuation to help infer meaning from the text. If the reader is not as skilled, it can also help by having a more advanced reader read the passage while others follow along.

Conclusion

In conclusion, vocabulary is an indispensable part of language and without learning words, learners cannot fully grasp the context of neither listening nor reading. Synonym method and illustration method are efficacious in enhancing vocabulary.

Reading is essential and its enhancement is inextricably intertwined with vocabulary improvement and comprehension. Through learning new words constantly and extensive reading general reading skill can be honed. Furthermore, listening is important to grasp the speaker and to improve



listening, techniques such as writing listening tracks and daily listening are found useful.

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