

TEACHING VOCABULARY ON REACHING AGREEMENT FOR THE INTERMEDIATE LEVEL

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Abstract:

Teaching vocabulary related to reaching agreement is a crucial aspect of language learning for intermediate level learners. Being able to effectively communicate agreements and negotiate terms is essential in both personal and professional settings. In this module, we will focus on expanding your vocabulary and expressions related to reaching agreements, including phrases for expressing agreement, disagreement, making suggestions, and compromising. By the end of this course, you will have a better understanding of how to navigate conversations and discussions with confidence and clarity when it comes to reaching agreements. Let's dive in and enhance your language skills in this important area.

Key words: teaching vocabulary, reaching agreement, intermediate level, communication skills, negotiation techniques, expressing agreement, vocabulary building exercises, role-playing activities, collaborative learning, active listening skills working independently, mutual understanding, critical thinking.

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The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." This speaks volumes about the significance of vocabulary in learning, developing and enriching English. Even, Wilkins rightly says, "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed".

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary.

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Not surprisingly, vocabulary development is especially important for English-language learners (ELLs). Poor vocabulary is a serious issue for these students. ELLs who have deficits in their vocabulary are less able to comprehend text at grade level than their English-only (EO) peers (August et al., 2005). Findings indicate that research-based strategies used with EO students are also effective with ELLs, although the strategies must be adapted to strengths and needs of ELLs.

These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement. Because English and Spanish share a large number of cognate pairs, the first instructional strategy is especially useful for Spanish-speaking ELLs. These students can draw on their cognate knowledge as a means of figuring out unfamiliar words in English.

Improving EFL learners' vocabulary learning is essential for their overall language proficiency. Here are some strategies that can be used to enhance vocabulary acquisition:

1. Contextual learning: Encourage learners to learn new words in context, rather than in isolation. This helps them understand how the word is used in different situations and improves their retention.
2. Use of visuals: Incorporate visuals such as pictures, videos, or gestures to help learners associate new words with concrete images or actions.
3. Word games and activities: Engage students in fun and interactive word games like crossword puzzles, word searches, or vocabulary quizzes to make learning more enjoyable.
4. Word mapping: Encourage learners to create word maps or diagrams to visually represent relationships between words, synonyms, antonyms, and related concepts.
5. Regular practice: Encourage students to use new vocabulary in speaking and writing tasks regularly to reinforce their understanding and retention of the words.
6. Vocabulary journals: Encourage students to keep a vocabulary journal where they can write down new words, their meanings, and example sentences for future reference.
7. Personalized learning: Tailor vocabulary learning activities to suit the individual needs and interests of each learner to make the learning process more engaging and effective.

Teaching vocabulary related to reaching agreement to intermediate level learners can be an engaging and meaningful experience. To effectively teach this topic, you can use a variety of strategies and activities that cater to different learning styles. Here are some tips and ideas to help you create a dynamic lesson plan:

Start by introducing key vocabulary words and phrases related to reaching agreement, such as "I agree," "I disagree," "That's a good point," "Let's compromise," etc. Use real-life examples and scenarios to make the vocabulary more relevant and memorable for your students.

Incorporate speaking activities that encourage students to practice using the new vocabulary in context. For example, you can set up role-playing scenarios where students have to negotiate and come to an agreement on a given topic. This will help them apply the vocabulary in a practical way.

Use visual aids, such as flashcards or infographics, to reinforce the meaning of the vocabulary words. You can also create vocabulary games and quizzes to make the learning process more interactive and fun.

Encourage students to work in pairs or small groups to discuss and practice using the new vocabulary. This will not only help them build their speaking skills but also promote collaboration and teamwork.

Provide feedback and correction as needed to help students improve their usage of the vocabulary. Encourage them to ask questions and seek clarification on any terms they find challenging.

By incorporating a variety of activities and strategies tailored to the needs of intermediate level learners, you can create an engaging and effective lesson on teaching vocabulary related to reaching agreement.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues: 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

The studies that looked into the relation between vocabulary knowledge and reading comprehension have been informative in terms of lexical coverage and text comprehension. Although those studies generally suggest that vocabulary coverage and reading comprehension have a straightforward linear relationship, and that a larger vocabulary size provides better comprehension, we still do not know exactly how much of the variance in reading is explained by different levels of vocabulary type (i.e., high-, mid-, and low-frequency vocabulary). The purpose of this section was to determine the most useful parameters of high-, mid-, and low-frequency vocabulary.

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