The Role Of Foreign Experiences In The Process Of Acquiring New Vocabulary And Actively Using It In Speech For High School Students

Safarova Sarvinoz Fakhriddin kizi

PhD Navoiy state university, Uzbekistan

Abstract: The article highlights the importance of acquiring new vocabulary in learning English as a second language, especially for high school students. Vocabulary plays a crucial role in mastering the four language skills – speaking, listening, reading, and writing. It is noted that foreign methods such as mobile applications, games, and reading comprehension exercises are increasingly being used in schools.

A study conducted in a school in Karmana district involving 90 students and 20 teachers found that modern methods, particularly MALL (Mobile-Assisted Language Learning), were considered effective by students. Teachers, however, tend to use more traditional approaches like TBLT (Task-Based Language Teaching) and CLT (Communicative Language Teaching). According to the survey results, although students find it difficult to learn new words and use them in speech, both students and teachers regard foreign methods as useful and effective.

In conclusion, the article emphasizes the need to integrate modern teaching methods more widely in upper grades and to encourage the use of mobile and interactive learning tools.

Keywords: MALL (Mobile-Assisted Language Learning), traditional methods, foreign methods, mobile applications, integration, learning difficulties, foreign experience, research, communicative language teaching, language skills, effectiveness, reading comprehension method.

Introduction: English is widely spoken around the world and it is second language in many countries. In addition, it's recognized as the primary language for engaging with others from different nations and cultures. Due to the significance of English as an international language many people want to master the language without having problems communicating with others, especially those from abroad.

Language is crucial to effective communication. Everyone has the power to communicate through language. Individuals can freely express their thoughts, ideas, and opinions. throughout addition to the national language, there are many more languages throughout the world. English is a worldwide language. English is the primary foreign language taught in Uzbekistan, and it is compulsory subject of every school, lyceum, college and high education.

English skills development has four components: speaking, reading, listening, and writing, with vocabulary being a key component. The ability to effectively speak, listen, read, and write in a particular language is greatly influenced by the foundational knowledge of that language, namely vocabulary [13]. Correct word identification is required of readers and listeners, while stock vocabulary is used by authors and speakers to make their points. Learners of target or foreign languages with limited vocabulary may encounter obstacles and struggles while articulating and comprehending concepts.

English learners struggle with communication and comprehension due to a lack of appropriate terminology. Without vocabulary, language learners cannot communicate effectively.

Vocabulary is an important part of language, according to Harmer [3] lexical knowledge is essential for communicative competence and mastery of a second language if grammar is seen as a language framework [11].

In the process of acquiring a second language, the acquisition of vocabulary emerges as a fundamental and indispensable skill. This notion is supported by Yawiloeng It is imperative to emphasize the significance of vocabulary in language learning as without it, learning a language is impossible. Everybody agrees that developing a strong vocabulary base is a prerequisite for successfully learning a language. Effective learning process demands modern and tested methods [14].

METHODS

A challenge for non-native English speakers is expanding their vocabulary in language acquisition. First and foremost, studying L2 vocabulary is a must for learning English in its early stages. Acquiring vocabulary is not an easy feat. Expanding one's vocabulary is crucial when learning a second or foreign language, as words help us with all four language skills—speaking, listening, reading, and writing. Correct word identification is required of readers and listeners, while stock vocabulary is used by authors and speakers to make their points. Learners of target or foreign languages with limited vocabulary may encounter obstacles and struggles while articulating and comprehending concepts.

There has been many researches on how to teach vocabulary to school students, how to improve learners' vocabulary knowledge at high school. Many researchers have worked on this issue and contributed their unique techniques, and the finest ones are extensively used in the teaching process today.

Researchers such as Laufer and Nation, Maxim, Read, Gu, Marion and Nation and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts [6],[7],[10],[2],[8]. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Researchers discovered that purposeful vocabulary learning accounts for the majority of EFL learners' vocabulary expansion since new terms are difficult and sluggish to acquire without ambiguity outside of context [5],[8]. Studies that contrasted these two strategies [5] found that intentional learning is more effective than incidental learning. However, some research found data that contradicted the argument [1], [4].

One of the modern widely used method, mobile-assisted language learning (MALL) is attracting a great deal of attention at present [12]. But it's critical that the use of technology by educators and researchers is motivated by more than merely zeal.

The dedication of Language Learning & Technology to empirical research is commendable, but in order for findings drawn from this type of research to hold up, it's critical to be crystal explicit about the precise subject matter of any data being collected. Though it could be argued that efforts to ensure the comparability of the data gathered resulted in the data having little relevance to actual MALL activities, Stockwell presents a solid piece of research on the effects of the mobile phone platform on vocabulary activities. This can be somewhat explained by the rapid pace of technology advancement in this field, but it also indicates that greater care should be made to create a research framework that prevents the platform from being artificially isolated from the learning process. The breadth of the results would have far higher validity and contribute significantly more to an empirical description of MALL if such a framework could be constructed [12].

Stockwell presents an excellent empirical study on the impact of mobile phone platforms on vocabulary learning; however, since he conducted the research over a three-year period beginning in 2007, many of his conclusions appear to have already been superseded. According to Stockwell's conclusion [12], "activities on mobile phones may take longer compared with computers." But based on his description of the MALL environment his participants interacted with, it appears to be pre-SmartPhone, which is not surprising given that Android was introduced in 2008 and the iPhone platform first debuted in 2007. He noted that expenses associated with Internet connectivity, time spent browsing, and small screens and keypads were among the potential issues. wealthy enough to be using Wi-Fi enabled, touch screen, application integrated mobile phone technology. Indeed, Stockwell and Sotillo identify 2009—the year in which Stockwell's study ceased collecting data—as the beginning of a new MALL research area, apps for language learning. Thus, given the pace at which the technologies concerned are developing, the issue of technology's pace of change would appear to be an issue which longitudinal research designs cannot avoid [12].

RESULTS AND DISCUSSION

The methods of teaching vocabulary which is considered successfully in foreign countries and have much more positive influence on learning new words

are being carried out in our education system step by step. The famous ones are using mobile and computer apps, games to learn new words and increase their number, improving vocabulary budget by reading comprehension and others. These are being applied by English language teachers at many schools.

On the aim of investigating the role of these foreign experiences in education, its impact on English lessons and how these techniques are beneficial and suitable for teachers and students, the questionnaire was carried out among high school English language teachers.

In order to further study the effectiveness of foreign vocabulary teaching methods for high school students, the survey intends to answer the following research questions:

(1) How effective is high school English vocabulary instruction currently?

(2) What issues have arisen in senior high school English vocabulary instruction?

(3) What are some recommendations for enhancing high school English vocabulary instruction effectiveness?

To gain information on current English vocabulary teaching practices in senior high schools. The study included 90 pupils from three classes and 20 teachers at a senior high school in Karmana district. Students and educators must answer the questionnaire individually within given time.

This study mostly uses quantitative research methods. This study relies on a questionnaire to investigate efficiency of foreign vocabulary teaching methods in senior high schools. This survey examined the role of these experiences on students' and teachers' vocabulary learning and teaching practices. The questionnaire has ten single-choice questions and eight multiple-choice questions. This study included surveys and research on English vocabulary learning and teaching, among other topics. Table 1,2 displays the distribution of questions.

Table 1

N	Question	A	B	C	D	E
1	How often do you encounter new vocabulary words in your studies?	Daily	Two times a week	Weekly	Rarely	No learning
2	What methods do you primarily use to learn new vocabulary?	Reading books and articles	Educational mobile and computer apps/games	Classroom activities	Flashcards Vocabulary lists	Other (please specify): _____
3	How difficult do you find learning new vocabulary words?	Very difficult	Difficult	Neutral	Easy	Very easy
4	What is best sourse for you to learn new words?	Books	Mobile teaching apps	Vocabulary notebook	Listening materials	All of them
5	What challenges do you face when learning new vocabulary?	Remembering new words' meaning	Pronouncing new words correctly	Using new word in speech	Lack of interest and motivation	Other (please specify): _____
6	Which of the following activities do you find most helpful for learning vocabulary?	Writing sentences or stories using new words	Playing vocabulary games	Using flashcards for memorization	Engaging in discussions or debates	Other (please specify): _____
7	How would you rate the effectiveness	Very effective	Effective	Neutral	Ineffective	Very ineffective

|					
	of your current vocabulary learning methods?				
8	What additional support or resources would help you improve your vocabulary learning?	Access to more reading materials	Additional use of technology/apps	More interactive classroom activities	Personalized vocabulary lists	Other (please specify): _____

Table 2

N	Question	A	B	C	D	E
1	How often do you methods to teach in your lessons?	Never	Rarely	sometimes	often	always
2	Which foreign ve you used to teach	Task-Based eaching (TBLT)	Communicative eaching (CLT)	Total Physical PR)	Mobile app arning (MALL)	Other (please ___
3	How do you rate the s of foreign methods traditional methods vocabulary?	Much less	Less effective	About the same	More effective	Much more
4	What are the main you've experienced foreign methods to ulary?	Increased student	Better retention of	Improved student	Enhanced speaking g skills	Variety in thods
5	What challenges u faced when ng foreign methods abulary?	Lack of resources	Student resistance to ls	Time constraints	Insufficient the methods	Cultural
6	How do your nerally respond to thods for learning	Very negatively	Negatively	Indifferently	Positively	Very positively
7	Do you feel that g foreign methods vocabulary teaching ved your students' uage proficiency?	Not at all	Slightly	Moderately	Significantly	Greatly

The poll was done in May 2024 with an offline questionnaire. To examine how foreign vocabulary teaching instruction are useful in high schools, I chose and analyzed representative questionnaire data.

Examine the significance of vocabulary teaching and the level of difficulties students have in learning vocabulary independently. To explore the basic situation of English vocabulary learning among senior high school students, we ask the topics about their importance to English vocabulary learning.

High School Students' Preferences and Challenges in Vocabulary Learning
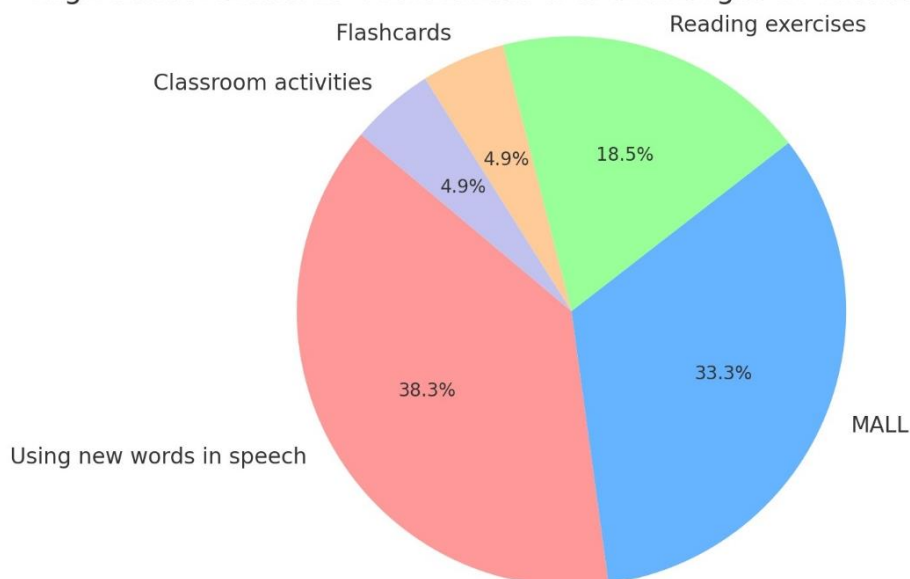
About 62% pupils considered difficult to learn new words, and the biggest part of learners chose "Using new words in speech" most challenging. According to the above survey, 54% of students prefer MALL and 30% do reading exercises to learn words, Flashcard learning and classroom activities earned less percentage. Modern methods are claimed as effective ones by them.

An analysis of the dates, biggest part of teachers often use foreign methods at lessons and the most used ones TBLT and CLT, but MALL which is learners' chose is not applied more, only 25%. However, all of them regard foreign methods as effective and its advantage most chosen is variety in teaching methods.

CONCLUTION

The article examines the role of foreign teaching methods in enhancing vocabulary acquisition among high school students, particularly focusing on the effectiveness of these methods in the English language learning process. The study underscores the significance of vocabulary as a foundational element in mastering the four key language skills: speaking, listening, reading, and writing. It highlights the challenges faced by English learners, especially non-native speakers, in expanding their vocabulary, which is essential for effective communication and comprehension.

The research was conducted through a survey involving 90 students and 20 teachers from a high school in the Karmana district. The survey aimed to evaluate the current practices of English vocabulary instruction, the challenges encountered, and the effectiveness of integrating foreign methods into the teaching process. The study found that while traditional methods such as

Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) are widely used by teachers, students tend to prefer modern methods like Mobile-Assisted Language Learning (MALL), which they find more engaging and effective for learning new words.

Despite the popularity of modern methods among students, the survey revealed that these are not as frequently utilized in the classroom as traditional methods. Teachers acknowledged the effectiveness of foreign methods in increasing student engagement, improving word retention, and enhancing overall language proficiency. However, challenges such as lack of resources, time constraints, and insufficient training on new methods were also noted.

The article concludes by emphasizing the need for greater adoption of modern, interactive teaching strategies that align with students' preferences and learning styles. It suggests that integrating these approaches more fully into the educational system could significantly improve vocabulary acquisition and, consequently, the overall English language proficiency of high school students.

REFERENCES

1. J. Ahmad (2011) Intentional vs. incidental vocabulary learning Interdisciplinary Journal of Contemporary Research in Business

2. Gu, Y. (2003a). Vocabulary learning in second language: person, task, context and strategies. Electronic Journal. TESL-EJ, 7, 2, 1-26

3. Harmer, J. (2001). The practice of English language teaching. Longman: Pearson. Retrieved from http://www.scribd.com/JeremyHarmer-The-Practice-ofEnglishLanguage-Teaching-

NewEdition1/d/15602

4. Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. The Canadian Modern Language Review, 61, 355-382.

5. Hulstijn, J.H., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. Language Learning, 51, 539-558.

6. Laufer, B. & P. Nation. (1999). A vocabulary size test of controlled productive ability. Language Testing 16, 33- 51.

7. Maximo, R. (2000). Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, Language Learning, 50, 2, 385-412.

8. Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press

9. Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teacher. Upper Saddle River, NJ: Prentice Hall.

10. Read, J. (2000). Assessing vocabulary. United Kingdom: Cambridge University Press.

11. Schmitt, N. (2000) Vocabulary in Language Teaching. Cambridge University Press, Cambridge. 224

12. Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. Language Learning & Technology, 14(2), 95-110.

13. Wangdi, L. (2022). A Study of Grade Six Students' Difficulties in Learning English Vocabulary in Wangduephodrang District Bhutan. Asian Journal of Education and Social Studies, 26(3), 53–60. https://doi.org/10.9734/ajess/2022/v26i330631

14. Yawiloeng, R. (2020). Second Language Vocabulary Learning from Viewing Video in an EFL Classroom. English Language Teaching, 13(7), 76. https://doi.org/10.5539/elt.v13n7p76