



**ACADEMICIA**  
**An International**  
**Multidisciplinary**  
**Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



**DOI: 10.5958/2249-7137.2021.01189.7**

## TEACHING VOCABULARY IN CONTEXT FOR A1 LEVEL LEARNERS

**Xakimboyeva Ozoda\*; Djurayeva Dilnavoz\*\*; Turg'unova Dinara\*\*\***

\*\*Teacher of Uzbekistan State World Languages University,  
 UZBEKISTAN

\*\*\*Fourth year student of Uzbekistan State World Languages University,  
 UZBEKISTAN

### ABSTRACT

*Teaching vocabulary in the English as a foreign language (EFL) context is challenging. Incidental vocabulary learning is limited due to a lack of second language (L2) input, and most words are learned through classroom instruction. Overall, research has shown marginal L2 vocabulary growth in many EFL situations. Such research indicates a need for a more effective and efficient approach to teaching vocabulary in the EFL context. This chapter discusses how to optimize vocabulary learning in the EFL context. It touches on the following questions: Which words should be taught? How should vocabulary be taught? How many words do EFL learners need to know? What should a vocabulary-learning program include? How can vocabulary learning be fostered given limited classroom time? Which activities might be useful in indirect vocabulary learning?*

**KEYWORDS:** *Vocabulary Size, Vocabulary Learning, Extensive Reading, Extensive Viewing, Vocabulary-Learning Program.*

### REFERENCES LIST

1. Brewster, Jean, Gail Ellis, and Dinis Girard. 1992. *The Primary English Teacher's Guide*. London: Penguin Press.
2. Brumfit, C., Moon, J., and Tongue, R.. 1997. *Teaching English to Children. From Practice to Principle*. Collins ELT: Longman.
3. Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

4. Coady, James, and Huckin, Thomas. 1997. Second Language Vocabulary Acquisitions. UK: CambridgeUniversity Press.
5. Deen, IfrajShamsid and Bettye P. Smith. 2006. Contextual Teaching and Learning Practices in the Family and Consumer Sciences Curriculum.
6. Journal of Family and Consumer Sciences Education, Vol. 24, No. 1, Spring/Summer.