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The use of supplementary materials in teaching vocabulary

**Abstract:** The role of using supplementary materials in the classes discussed among theoreticians as well as teacher practitioners and experts is viewed as searching for the optimal model of foreign language teaching.

The current qualification paper is devoted to the issues of using supplementary materials in teaching vocabulary to year 1 multi-level students. The purpose of this study is to find the effectiveness of supplementary materials in teaching vocabulary.

In addition, the analysis of research data conducting showed that using supplementary materials is more effective than holding the lesson with just a course book. Along with advantages of using supplementary materials, its disadvantages are also discussed and possible ways of diminishing them are suggested..

**Keywords:** vocabulary, supplementary materials, task, teaching, vocabulary, method, realia, learning, language.

According to Locke (1993) the acquisition of the word meanings takes much longer than the acquisition of the spoken form of the words, and children use the words in their speech long before they have a full understanding of them. The vocabulary development is a continuous process, not just adding new words but of building up knowledge about words they already know partially. Learning a word takes a long time and lots of exposures to the word used in different situations. According to Cameron the maturational factors affect the nature of the conceptual knowledge about first language vocabulary at different ages, and that should have an effect in the foreign language learning. One of these factors is the “syntagmatic paradigmatic shift” that occurs between five and ten years old and this shift helps children to associate the words with the ideas. This shift refers to the different types of associations that pupils make between words and ideas.

Hatch and Brown (1995) also say that learning a new word is a process that changes when learner get older. They emphasize on the dynamic and continuous nature of vocabulary learning, for this reason they describe five “essential steps” in vocabulary learning based on research into learners’ strategies:

1. Having sources for encountering new words.
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.
4. Making strong memory connection between the forms and meanings of the words.
5. Using the words.

Vocabulary needs to be met and recycled at intervals, in different activities, with new connections developed each time the same words are met again. New words need to be met at least five or six times. Moreover, teachers should use some techniques to explain the meaning of the words by demonstration or pictures (using an object, using a cut-out finger, using a gesture, performing an action, photographs, drawings or diagrams on the board and pictures from books, TV, video or computer) and by verbal explanation (analytical definition, putting the new word in a defining context or translating into another language).

When we refer to ways of teaching vocabulary, we usually mean the dichotomy between teacher centered and the student centered vocabulary learning. Teacher centered teaching is defined by Cicchelli (1983), Hancock, Bray and Nason (2003) as: “the dominant person who establishes and enforces rules in the classroom; structures learning tasks and establishes the time and method for task completion; states, explains and models the lesson objectives and actively maintains student on-task involvement; responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; asks primarily direct, recall-recognition questions and few inferential questions; summarizes frequently during and at the conclusion of a lesson; and signals transitions between lesson points and topic areas”. It means that the teacher centered teaching is based upon a model of an active teacher who are involved in the learning of the students and their necessities.

According to Lypez (1995) there are two different approaches in teacher centered teaching, the first one is based upon visual techniques and the second one focuses on verbal techniques. The visual approach implies different techniques that can be used to teach new vocabulary: Realia (objects that are real), pictures, photos, flashcards, slides, wall charts, transparencies, mime, gestures, actions, facial expressions, etc. Whereas verbal techniques are other ways that can be used to present vocabulary such as giving examples, using illustrative situations, through definitions, with synonyms/opposites or by using scales for gradable items.

In learner centered learning, the teacher does not function as the primary source of knowledge in the classroom. Instead, the teacher is viewed as a facilitator or coach who assists students who have to build their own learning. Hancock, Bray and Nason (2003) describe learner-centered pedagogy as: “teachers are helpers to students who establish and enforce their own rules; teachers respond to student work through neutral feedback and encourage students to provide alternative/additional responses, teachers ask mostly divergent questions and few recall questions, students are allowed to select the learning task and the manner and order in which it is completed, students are presented with examples of the content to be learned and are encouraged to identify the rule of behavior embedded in the content. Students are encouraged to summarize and review important lesson objectives throughout the lesson and the conclusion of the activity; students are encouraged to choose new activities in the session and select different topics for study, and students signal their readiness for transition to the next learning set.”

Language instruction has five important components--students, a teacher, materials, teaching methods and evaluation. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a textbook? There are a lot of arguments that vocabulary should be thought only by special course book. At the same there are methodologists who contradict to this statement, their opinion is that using only specific course book is not enough and is not progressive in learning process.

This section includes valuable theoretical background on how to teach and learn English as a foreign language. It provides sufficient research and studies from different people focusing on this topic : the use of supplementary material. The information stated supports the importance of supplementary material in an EFL classroom. The supplementary material in EFL classroom has a

colossal significance since the textbooks are not completely developed to fulfill the acquiring of an L2.

Teaching English as a foreign language has been adapted in the curricula of most Uzbekistan schools, lyceums, colleges and universities. We live in a world where English is the universal language. People are aware that to communicate with other countries, the main language used is, English. That is why our government has reinforced the teaching of English.

In order to attain a good English education, teachers have to be well prepared on how to pass their knowledge to others in a didactic and interesting way. As Broughton and Brumfit state, English is major area of the education curricula since it makes an individual grow into an English speaking world and become more secure and a more contributory member of society. Teachers need to be able to make learners understand the importance of learning English nowadays and how it benefits them and their future. One of the elements which have an impact on language learning is the use of textbooks. The fact of using a textbook or not is a controversial topic that has produced intense and often heated debate among scholars and educators. Let's first define what a textbook is; a good definition is provided by Ur (1996), she states that a textbook is "the principal basis for teachers to follow on a systematic manner to carry out teaching in a second language course". There are 2 sides in this paper: first the teachers who are for using supplementary materials and second one who are against.

It has been observed that one common problem encountered by the students in the Vocabulary lesson is difficulty in memorizing new words. Many students become discouraged by the course because of the complex vocabulary they need (or they believe they need) to memorize in order to understand the meaning of the words. In effect, efforts should be made to reduce the total amount of factual information students are expected to memorize; reduce the use of the passive lecture format; and devote more effort to helping students become active, independent learners and problem solvers.

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According to the Lypez (2009), second language textbooks have a central role as a major pedagogical resource when teachers teach a new language. The reasons lie in the fact that they save time, provide a potential syllabus, provide multiple resources such as tapes, CD's, videos, self-study workbooks, etc., and at the same time they give ideas to the teacher. Cunnings worth (1984) points out that the most usual resource that teachers use in the schools to teach English language is the textbook. The majority of the teachers think that the textbook can be a useful learning tool for children and it can identify what should be taught or learned and the order in which it should be taught or learned (Cunnings worth 1984).

The use of supplementary material in the classroom makes a huge difference in education. For years, it has been said that the teacher is the most powerful person in the classroom and sometimes success has even been measured by how much students learn. Nowadays, things have changed and a teacher's job is not only to use that power for teaching but also for taking advantage of every additional aid and use it wisely to achieve the objectives of the class (Herrera and Hermnia). Another vocabulary teaching method via using supplementary material is the use of storybooks to teach and learn a second language. Ahern and Garcia(2007) state that storybooks contrast in many ways with textbooks, since they are designed above all with the purpose of capturing children's

interest and attention and being enjoyable for young students. The language used in the storybooks is a vehicle for communication, in this type of texts there is a selection of expressions or vocabulary that they often relates to a situation or sequence of events, rather than a “topic”.

Storytelling has been promoted as an effective way to teach English language to non-native speakers because they provide comprehensible input and facilitates language acquisition (Hendrickson 1992). Although it is considered an effective way Shrum and Glisan (1994) and Ahern and Garcia point out that it is important for the teacher to bear in mind the students’ personalities, learning styles and backgrounds because according to the two last authors, students “use a variety of learning styles approaches and ways of interacting when learning a new language”. Ahern and Garcia also point out that there are other factors as the teachers’ attitudes towards the methodology used, the specific materials being applied, both the teacher and the pupils’ experience in using different materials, the specific techniques put into practice with the materials, and so on. In this sense, Pesola (1991) adds that storytelling improves the natural communication between students and allows them to experience authentic language input. This author describes storytelling in foreign language classrooms as one of the most powerful tools that can be used with the young learner.

The use of stories offers a whole imaginary world, created by language, in which children can enter and enjoy, learning new vocabulary. Stories allow the teachers to teach new vocabulary and at the same time to bring the world into the classroom. The teacher has to work from the story to make content accessible to learners and to construct activities that offer language learning opportunities. (Cameron 2001). Indeed, the playful and imaginative nature of storytelling activities creates a relaxed, nonthreatening environment in which children have the opportunity to use the foreign language. Ahern and Garca (2007) explain that children stories offer multisensory experiences (visual, aural and oral, at least) in which children are given opportunities for holistic learning (learning through different senses, not using the memorization).

To sum up, stories are an important source of vocabulary, intonation, grammatical structures and patterns in real context. Language in storybooks is not referential like in textbooks but representational and characters in storybooks think, talk ,cry or shout just like in real life. Stories help children develop not only language and other areas of the curriculum, but they also help develop children’s positive attitudes. In one word, using stories in class can provide opportunities for unconscious and indirect ways of effective language learning. (Cameron 2011)

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