

**VOCABULARY LEARNING STRATEGIES IN EAP (ENGLISH FOR  
ACADEMIC PURPOSES) TEACHING  
СТРАТЕГИИ ИЗУЧЕНИЯ ЛЕКСИКИ ПРИ ОБУЧЕНИИ  
АНГЛИЙСКОГО ЯЗЫКА ДЛЯ АКАДЕМИЧЕСКИХ ЦЕЛЕЙ  
АКАДЕМИК MAQSADLAR UCHUN INGLIZ TILINI O'QITISHDA  
LUZAT O'RGANISH STRATEGIYALARI**

**Barno Mukhtorova<sup>1</sup>**

*<sup>1</sup>EFL teacher, PhD student*

*English Department*

*Fergana State University*

**Abstract.** *This article discusses vocabulary as a main component in acquiring a foreign language. Learners can acquire a large amount of vocabulary items with the help of vocabulary learning strategies. Vocabulary learning strategies can be viewed from at least three perspectives. Firstly, a vocabulary learning strategy can be regarded as any action taken by the learner to aid the learning process of new vocabulary. Second one is that vocabulary learning strategies could be related to actions taken by the learner to improve the efficiency of vocabulary learning. The third one is vocabulary learning strategies can be regarded as conscious actions taken by the learner to study new words. In this article vocabulary learning strategies are conferred such as Learning from context, Dictionary usage, Vocabulary notetaking, Rote rehearsal, Encoding, Word formation, Semantic networks and vocabulary in use.*

**Key words:** *learning from context, dictionary usage, vocabulary notetaking, rote rehearsal, encoding, word formation, semantic networks, online/digital/electronic dictionary, paper dictionary*

**Аннотация:** *В данной статье рассматривается лексика как основной компонент овладения иностранным языком. Учащиеся могут овладеть большим количеством лексических единиц с помощью стратегий изучения лексики. Стратегии усвоения лексики можно рассматривать, по крайней мере, с трех точек зрения. Во-первых, стратегия изучения лексики может рассматриваться как любое действие, предпринимаемое учащимся для облегчения процесса усвоения новой лексики. Во-вторых, стратегии усвоения лексики могут быть связаны с действиями, предпринимаемыми учащимся для*

*повышения эффективности усвоения лексики. Третья - стратегии изучения лексики могут рассматриваться как сознательные действия, предпринимаемые учащимся для изучения новых слов. В данной статье рассматриваются такие стратегии изучения лексики, как изучение контекста, использование словаря, заучивание слов, повторение, кодирование, словообразование, семантические сети и словарный запас в употреблении.*

**Ключевые слова:** *изучение контекста, использование словаря, заучивание словаря, повторение, кодирование, словообразование, семантические сети, онлайн/цифровой/электронный словарь, бумажный словарь*

**Annotatsiya:** *Ushbu maqolada lug'at chet tilini o'zlashtirishning asosiy komponenti sifatida ko'rib chiqiladi. Talabalar lug'atni o'rganish strategiyalari orqali ko'proq so'z birikmalarini o'zlashtirishlari mumkin. Lug'atni o'zlashtirish strategiyalarini kamida uchta nuqtai nazardan ko'rish mumkin. Birinchidan, lug'atni o'rganish strategiyasini yangi lug'atni o'rganish jarayonini osonlashtirish uchun o'quvchi tomonidan amalga oshiriladigan har qanday harakat deb hisoblash mumkin. Ikkinchidan, so'z boyligini o'zlashtirish strategiyalari o'quvchi tomonidan so'z boyligini o'zlashtirishning kuchaytirishga qaratilgan harakatlar bilan bog'liq bo'lishi mumkin. Uchinchidan, so'z boyligini o'rganish strategiyalarini o'quvchining yangi so'zlarni o'zlashtirishga qaratilgan ongli harakatlari deb hisoblash mumkin. Ushbu maqolada kontekstni o'rganish, lug'atdan foydalanish, so'zlarni o'rganish, takrorlash, kodlash, so'z yaratish, semantik tarmoqlar va ishlatiladigan lug'at kabi lug'atni o'rganish strategiyalari muhokama qilinadi.*

**Kalit so'zlar:** *kontekstni o'rganish, lug'atdan foydalanish, lug'atni o'rganish, takrorlash, kodlash, so'z yaratish, semantik tarmoqlar, onlayn/raqamli/elektron lug'at, qog'oz lug'at.*

**Introduction.** Vocabulary plays a pivotal role in acquiring foreign languages and it is considered as the foundation of all languages, providing learners with the necessary building blocks to express, connect with others, develop critical thinking, build confidence life skills and personal relations [1]. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading, using context clues to figure out the meaning. However, this kind of incidental learning is only possible if the amount of unknown words remains low. That is, learners must have a significant vocabulary to be able to learn new words from the context in which they appear [2].

**Materials and methods.** Vocabulary learning plays a central role in EAP (English for Academic Purposes) situations in which English is used as a foreign language and university students who mostly do not have a good command of English language are required to study and comprehend a great deal of texts written in English. As vocabulary is one of the main building blocks of any text, developing and making use of vocabulary learning strategies can help the EAP learners in dealing with the texts and comprehending them [3;28]. Vocabulary learning strategies are a language learning strategies. Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies [5:326;347].

O'Malley and Chamot (1990) define language learning strategies as the special thoughts or behaviours used by individuals to help them comprehend, learn or retain new information.

Cameron states (2001) that vocabulary learning strategies are actions that learners take to help themselves understand and remember vocabulary

Nation (2001) believes that learners can acquire a large amount of vocabulary items with the help of vocabulary learning strategies.

Ruutnets (2005) states that vocabulary learning strategies can be viewed from at least three perspectives. Firstly, a vocabulary learning strategy can be regarded as any action taken by the learner to aid the learning process of new vocabulary. Second one is that vocabulary learning strategies could be related to actions taken by the learner to improve the efficiency of vocabulary learning. The last one , vocabulary learning strategies can be regarded as conscious actions taken by the learner to study new words.

Gu (2003) provides an excellent review of research on a wide range of strategies for vocabulary learning, such as the choice, use and effectiveness of vocabulary learning strategies depend mostly on the task, the learner and learning context [5:326].

**Results and discussion.** In EAP learning a lot of materials are available to choose, but how to use them require special techniques and approaches to deliver it; if chosen materials for the task are not suitable for the learners' interest and level and do not meet with their needs, vocabulary learning strategies are considered as effective ones. Gu continues covering his review that task-dependent strategies of Learning from context, Dictionary usage, Vocabulary notetaking, Rote rehearsal, Encoding, Word formation, Semantic networks and vocabulary in use [5:326;347]. If it requires an answer for each point, we should define and provide them with sufficient examples. Learning from the context, in EAP learning reading materials can be recommended as the effective tool to enrich learners' vocabulary through magazines, journals, fictions, novels and newspapers. The reading materials can be developed according to their needs, topics of interest. For example, if learners are interested in reading political topics, reading

materials on these topics can be used to enlarge their topical vocabulary through the context. The second strategy that is going to be discussed is Dictionary Usage. It is one of potential vocabulary learning strategies in developing learning process [6:150;159]. There are two types of dictionaries: printed dictionaries and electronic dictionaries. If students in EAP learning are asked their preference about choosing to use e-dictionaries or printed (paper) dictionaries, of course their choice will be e-dictionaries. E-dictionaries are much faster than paper ones. Rundell (2014) implied that since the dictionary began to change its form from the paper to the digital, people have expressed the negative sides of a paper dictionary, the positive sides of an e-dictionary, and the potential usefulness of an electronic dictionary [8:1;14]

Trinh Thi Lan Anh (2021) state that the dictionary assists to learn foreign languages more easily, with the invention of the online dictionary, users are better supported and more effectively [9:28;38].

There are a lot of views about choosing and using dictionaries, some of them are controversial. That's why this issue can be discusses and solved by EAP learners relying on their choice and preference. For those who think preferable to use digital/online/e-dictionaries the list of e-dictionaries can be presented, others who feel comfortable using paper dictionaries, their choice is also encouraged. The next strategy that is discussed is Vocabulary Note-taking. Eddy, M. D. (2016) states that taking notes is an essential component of academic life that has been practiced in higher education for centuries. In EAP learning process students often use strategy during the presentations, lectures and discussions. The effects of note-taking on learning have been previously studied in the encoding function i.e. improving learning and retention and external storage function, manifested by the availability of information to boost content recall [12:291-312;13:8-14; 14: 147-172].

Rote rehearsal. Maintenance rehearsal is the straight repeating of information to memorize it. This type of rehearsal is also called rote rehearsal. This type of rehearsal can be mental, where you're thinking about and repeating the information in your mind. It can also be verbal, where you're speaking and repeating the information aloud [15]. This type of strategy is one of the most beneficial vocabulary learning strategies. Learning foreign languages require good memory and strategy as well. Learning new words and information need constant repetition. The strategies can include organizing information, thinking of examples, creating an image in one's head and using a mnemonic device.

The following vocabulary learning strategy is Encoding. Encoding simply means the process of hearing of a sound that's been spoken out loud and writing it down using an appropriate written symbol [16]. While learning new words and using them effectively

we should take into consideration vocabulary features such as meaning, spelling, pronunciation, part of speech, word family, register, usage and collocation. Spelling is integral to reading and writing. The skills required for good spelling reflect those required for successful reading and writing [17].

In order to learn new words faster it is of paramount importance to teach prefixes and suffixes or learners in EAP are quite independent and autonomous, they can learn them themselves. Word formation is an effective strategy for learners to quickly expand on their vocabulary. Having knowledge of word formation facilitates vocabulary learning as learners acquire skills to decode and encode new words [18].

The last vocabulary learning strategy that is going to be discussed is Semantic networks and vocabulary in use. Semantic networks in the brain are the maps to understanding that hold the potential to make learning vocabulary more effective and meaningful [19]. Vocabulary and semantic skills work together to help a learner express themselves successfully and in a way that can be understood by others. Semantic skills are also important in helping a learner understand and use phrases in a foreign language appropriately. Paying for the smallest detail in learning vocabulary opens the doors wider which means learning a new word in a high quality, paying a huge attention for its spelling, meaning and pronunciation leads to acquiring a foreign language more effectively.

**Conclusion.** In conclusion, taking into account all opinions and recommendations above about vocabulary learning strategies, we can say that vocabulary is one of the tools that learners should possess and use first. Choosing vocabulary learning strategies and utilizing them in learning profile bring several benefits that we have mentioned above.

#### **REFERENCES:**

1. Andy Gillett, What is EAP? UEFAB <http://www.uefap.com/bgnd/eap.htm>
2. Dr. Alnoor Sabit Abdelkarim Hadi, Significance of Vocabulary in Achieving Efficient Learning, American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)
3. Eshrat Bazarmaj Haghi & Parastou Gholami Pasand, Vocabulary Learning Strategies used by EAP Learners: The Case Of The Students Of Social Sciences
4. Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press.
5. I. S.P. Nation, Learning Vocabulary in another language, Cambridge University Press, 2013, pp 326-347

6. M. Arif Rahman Hakim<sup>1</sup> , Mohamad Jafre Zainol Abidin<sup>1</sup> and Agustina Indah Bahari, Dictionary Use to Increase Students' Vocabulary Mastery: Electronic Dictionary or Printed One, pp 150-159
7. Telmuun Zorigt & Oyun-Erdene Tumurbat, THE DIFFERENCE BETWEEN USING PAPER DICTIONARY AND E-DICTIONARY EFFECTS IN MEMORIZING NEW WORDS, Docens Series in Education ISSN 2583-1054,2022, pp 1-16
8. Rundell, M. (2014). The End of Print? Macmillan English Dictionary. 1-14. <https://doi.org/10.4312/slo2.0.2014.2.1-14>
9. Trinh Thi Lan Anh, T. T. (2021). The Difference Effects of Paper Dictionaries vs. Online Dictionaries. AsiaCALL Online Journal, 28-38
10. Xinzhu Shi, Digital Note-Taking Strategies in EFL Vocabulary Learning, School of Foreign Languages, Qingdao University Shandong, Qingdao, China, 2023, pp277
11. Eddy, M. D. (2016). The interactive notebook: How students learned to keep notes during the Scottish enlightenment. Book History, 19(1), 86–131
12. Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note taking. Applied Cognitive Psychology, 19(3), 291–312.
13. Di Vesta, F. J., & Gray, G. S. (1972). Listening and note taking. Journal of Educational Psychology, 63(1), 8–14.
14. Kiewra, K. A. (1989). A review of note-taking: The encoding-storage paradigm and beyond. Educational Psychology Review, 1(2), 147–172.
15. <https://www.verywellhealth.com>
16. <https://www.twinkl.com>
17. <https://decoda.ca/back-to-basics-encoding>
18. <https://www.cambridge.org>
19. Language Education in Asia, Volume 4, Issue 2, 2013 , Utilization of Semantic Networks in the Teaching of Vocabulary<sup>1</sup> James D. Dunn <https://camtesol.org>.