

## DEVELOPING LANGUAGE LEARNERS ACTIVE VOCABULARY THROUGH READING SKILLS

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### ABSTRACT

The article is to discuss developing language learners active vocabulary through reading skills. Vocabulary plays an important role in the learning of a new language, in this process learners need to know a lot of words to be competent or to communicate using the four skills (reading, writing, speaking and listening) in the English language. In this case, when the learners learn and remember more words they will be able to communicate without difficulties. They will be able to read a text and listen to a conversation and it may be understandable to them.

**Key words:** reading, vocabulary, learners, strategies and others.

### TIL O'RGANCHILARNING LUG'AT BOYLIGINI O'QISH KO'NATLARINI ORQALI RIVOJLANTIRISH

### ANNOTATSIYA

Maqolada til o'rganuvchilarning o'qish ko'nikmalari orqali faol so'z boyligini rivojlantirish masalalari muhokama qilinadi. Yangi tilni o'rganishda lug'at muhim rol o'ynaydi, bu jarayonda o'quvchilar malakali bo'lishlari yoki boshqa tillarda (ingliz tilini tinglash, yozish va tinglash) muloqot qilish uchun ko'p so'zlarni bilishlari kerak. Bunday holda, o'quvchilar ko'proq so'zlarni o'rganib, eslab qolishsa, ular hech qanday qiyinchiliksiz muloqot qilishlari mumkin bo'ladi. Ular matnni o'qishlari va suhbatni tinglashlari mumkin va bu ularga tushunarli bo'lishi mumkin.

**Kalit so'zlar:** o'qish, lug'at, o'quvchilar, strategiyalar va boshqalar.

## INTRODUCTION

Reading is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Vocabulary is an important tool for the reading skill. When the learners learn more vocabulary, they will be able to read any type of text and understand almost all it. Furthermore, vocabulary knowledge can help reading, and reading can contribute to vocabulary growth. So, vocabulary and reading are both important elements for learners' learning in the English language.

Reading is an important skill that sometimes it begins to develop in the first years of a person's life. Therefore, reading is part of our life because by reading we obtain information and also we acquire vocabulary knowledge and improve our reading skill. However, few readers in the second language in English have an interaction with texts in English so they do not develop their reading skill. Reading is likewise a skill that teachers simply expect learners to acquire. However, some learners cannot acquire this skill because they are not able to develop it for themselves.

## MAIN PART

Nowadays, the formal instruction of vocabulary has taken an important role in the EFL classroom. John Read give a definition of vocabulary. He writes, "Vocabulary is as an inventory of individual words, with their associated meanings". Therefore, vocabulary is referred to a lot of words, all those that we use when are speaking or writing is known as vocabulary. Word is a single unit of language and is also a sound or combination of sounds that has a meaning and can be spoken or written.

However, vocabulary is not only a single word, there are idioms, many other types of common phrases and sentences as lexical, a lot more fixed expressions within nature of vocabulary. According to John and Brown, the words are identified as tokens and types. Tokens are all the words in the paragraph, which means that individual words occurring more than once in the text are counted each time they are used. Types, on the other hand, are the total numbers of the different words forms, so that a word which is repeated many times is counted only once. Other categories of nature vocabulary that we need to consider are function words and content words.

Function words, these kinds of words are plans, prepositions, pronouns, conjunctions, auxiliaries, and other "little" words, although are seen as belonging more to the grammar of the language than to its vocabulary. When they are isolated have little if any meaning; however they serve to provide links within sentences, modify the meaning of content words. The nouns, verbs, adjectives, and adverbs are referred to as content words.

The act of reading is not completely understood nor easily described, each person has her/his own definition. According to Leipzig, reading is a multifaceted process involving word recognition, comprehension, fluency and motivation. On the other hand, reading is the skill or ability of getting information from books and the way in which someone understands something. As a result, reading implies to read different types of texts for instance, labels, instructions, advertisements, notes, to name only a few to get information and has word recognition, comprehension and fluency [5,89].

Reading is a receptive skill- through it we receive information. When we get information, there is an interaction between us and the text, which it is known as process of reading. During that process the reader is presumably thinking about what he/she is reading, thinking about how useful, entertaining, boring, crazy, the text is. Evidently, many things can be going on when a reader reads depending on different purpose of the reading. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves). Because sometimes we read to other people can listen to us. Thus, it is important that learners consider what type of text they are reading to have a certain knowledge about the vocabulary they will see. This type of reading is known as genres of reading and Brown expresses the view that “each genre of written text has its own set of governing rules and conventions.

### **FINDINGS AND DISCUSSION**

We would like to inform about the features and purposes of reading comprehension. The discussion about reading has been mentioned by many experts in many literatures. The definition of reading according to Nunan in his book, is that “Reading is a process of decoding written symbols, working from smaller units, individual letters to large ones, words, clauses and sentences”.

Another definition comes from Grigg, Daane, Jin, and Campbell, they state that “reading is an interactive and constructive process involving the reader, the text and the context of the reading experience. Reading involves the development of an understanding of text, thinking about text in different ways and using variety of text types for different purpose”.

In addition, Gibbon states that “reading is the process of getting meaning from print”. It means that reading is an activity, there is interaction between the author and the writer because the writer delivers her or his idea to the readers through the texts. The reader can also improve their understanding through reading activity that is suggested to be done as a habit for everybody because reading will enlarge their knowledge about something.

Many authors have defined reading comprehension in several definitions based on the field of their competence. Singer defines, “reading comprehension is an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols” [8,166].

Meanwhile, Cooper stated that “comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages”.

However, English is still a foreign language for Uzbek learners. It is certainly not easy to interpret the meaning of an idea from written texts. To understand a reading text, the students must have a good ability to know the meaning of words, sentences, content and the most important thing is to know about the writer’s idea. It means while the students read a text, they not only know the meaning word by word but also the writer’s idea in the text.

Therefore, it can be concluded that in generally reading is a skill use to obtain a meaning which is involving the reader, the text, and the context of the reading experience. Furthermore, reading comprehension is related closely to the language skill improvement of the readers, because this will produce comprehension.

Besides, Anderson mentioned that the target of reading is to look for and to get information embarrasses feels and reading meanings. He summarized some targets of reading, they are 1) reading for details or facts, 2) reading for main ideas, 3) reading for sequence or organization, 4) reading for inference, 5) reading to classify, 6) reading to evaluate, 7) reading to compare or contrast [3,23].

So, comprehension in reading would only be achieved when readers are able to use their prior knowledge understanding to help themselves to understand the text.

Good readers should also figure out their target of reading to make them focused on getting their purpose.

Strategies for effective reading comprehension. Reading comprehension strategies are conscious or intentional plans that people use in order to achieve a goal and are used deliberately to make sense of text. The readers use strategies consciously to make sense of the text, remember critical ideas and integrate new learning into existing schema or prior knowledge. Students need to learn how to use strategies independently, to recognize and solve problems, and to delve deeper into text to make connections and inferences.

Reading strategies are not the same as instructional strategies. The goal of instructional strategies is to teach students how to make sense of text. Instructional

strategies are the plans used by the teacher to teach comprehension. They include but are not limited to explicit explanation, modeling, pre-teaching, organizing learning and scaffolding. Strategies laid out in this chapter emphasize teaching and student engagement. Obviously, there is an interaction between both reading and instructional strategies.

## RESULTS

There are different strategies to learn vocabulary and reading skills, according to Schmitt one list contain fifty-eight strategies. However, the list is categorized in two ways, a) strategies that are useful for the initial discovery of a word's meaning, b) those useful for remembering that word once it has been introduced. At the same time, the strategies are further classified into five groups: determination strategies, social strategies, memory strategies, cognitive strategies, metacognitive strategies.

The strategies used in the reading belong to a group of determination strategies which are: Analyze part of speech, analyze affixes and roots, check for L1 cognate, analyze anyavailable pictures or gestures, guess meaning from textual context, and use adictionary (bilingual or monolingual). "These strategies are used by an individual when faced with discovering a newword's meaning without recourse to another person's expertise". However, the strategies more common that learners use are guessing meaning from the context, and use a dictionary.

**Learning from context:** When we learn vocabulary from the context, we might think the context as thesentence or environment in which the target word occurs. However, Brown writes, "Context is more than just the linguistic environment in which a word occurs; it also includes different types of pragmatic knowledge". So, context impliesto know the type of reading, person who wrote that text and people to whom thereading is addressed, and the situation that surrounds the word. Beck, McKeown, Kucan argue that word contexts aregenerally of four types: a) Misdirective contexts that lead learners to the wrongmeaning. b) Nondirective contexts that provide no assistance in directing a studentto any particular meaning for the word. c) General contexts that provide a minimallevel of support. And d) directive contexts that provide a strong set of clues forguessing the right meaning for a new word. Beare gives an example: I went to the shlumping to buy some chitla for dinner. What's 'schlumping'? - it must be a store because you bought something there. What's 'chitla'? - It must be food because you are going to eat it for dinner. Thus, in that example, the context is directive because the readers have clues that allow them to guess the meaning and therefore they acquire new vocabulary [8,122].

According to Grabe, learning vocabulary from context leads naturally to adiscussion of consciously guessing word meaning from the context. Then, when



astudent is guessing a word, he may recognize its form and part of speech; the student may also notice some aspects of the word form, for example the affixes, suffixes or word stem. This way of learning vocabulary is very common that most readers do it. Beck, McKeown, and Kucan; Kuhn and Stahl say that guessing words from the context is a general skill practiced by all readers to varying extents.

**Using affixes and roots:** The other strategy used to learn vocabulary through reading is analyzing affixes and roots, but this implies to analyze the different parts of the word and the meanings of those parts to understand the meaning of new word. The affix is a letter or group of letters added to the beginning or end of a word to make a new word, and some affixes are used to make negative words, for example “unhappy” and “careless”. Cambridge Dictionary also give a definition of root that is “where words originally come from”.

Grinstead, Roberts and Bird argue that there are numerous studies have attempted to calculate the proportion of English words originating from Latin, Greek, Anglo-Saxon, Celtic and other sources. However, the root word is a basic word to which affixes (prefixes and suffixes) are added, because it forms the basis of a new word. The root word is also a word in its own right. For example, the word lovely consists of the word love and the suffix -ly. Nation suggests that most of the content words of English can change their form by adding prefixes and suffixes.

Similarly, Nation says: “A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to know prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context”.

**Using objects:** Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. In addition, Gairns and Redman state that real objects technique is appropriately employed for beginners or developing learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

**Drawing:** Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help developing learners easily understand and realize the main points that they have learned in the classroom.

**Using illustrations and pictures:** Pictures connect learners' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or learners, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

### CONCLUSION

Our article aims to highlight developing language learners' active vocabulary through reading skills. Although it has been neglected for many decades, during the 80s it became a hot topic for researchers. Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the learners' level and characteristics and also the value of the techniques for the learners. In other words, learners' age, level of education as well as English proficiency may affect their learning, so teachers need to be aware of these differences when applying their teaching techniques. They can further provide their learners with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

When learners have found new vocabulary, they listen to the pronunciation or write it down on the notebook and speak those words because according to them that is a good way to remember the vocabulary.

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