TEACHING VOCABULARY TO A1 LEVEL STUDENTS

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Annotation: *This article provides data about the teaching process of vocabulary to beginner level students in a classroom with the help of interactive websites and beneficial sources.*
Key Words*: vocabulary, spoken texts, frequency, dictionary.*

First (L1) and second (L2) language teachers and researchers agree that vocabulary acquisition is essential to becoming a mature language user. Although vocabulary learning in L1 and L2 is not fundamentally different, one important way to learn L1 and L2 vocabulary is the rate of vocabulary growth. In the context of L1 learning, the amount of regular access is enormous, allowing for a large part of the vocabulary to be learned incidentally. In contrast, less regular input in an L2 context means that opportunities to learn new vocabulary items are limited, with relatively few words being acquired by chance. Thus, it is hypothesized that teachers have the greatest influence on the quality and quantity of L2 vocabulary learned by EFL learners. Because teachers play such a central role and ultimately decide what to learn, their careful planning and general knowledge of vocabulary learning issues can help improve the learning process. The purpose of this chapter is to ask a series of questions about vocabulary size and scope, the amount and type of vocabulary that English language learners can and should know, the main components of a vocabulary learning program, and activities and opportunities. is to solve. incidental vocabulary acquisition as well as the teacher's role in vocabulary learning in an EFL context. The process of learning L2 vocabulary is often slow and uneven. Native speakers can learn an average of 1,000 words per year by the age of 20.

This depends on a number of interrelated factors, such as insufficient input, lack of opportunities to use the language outside the classroom (underachievement), teaching methods used (communicative language teaching and grammar-interpretation method), and amount of time. the amount of time devoted to the English language in general, in particular to learning vocabulary, etc [1].

Commercially produced assessments of phonemic awareness, phonics, and fluency have proliferated. However, it is more difficult to find vocabulary and comprehension assessments that fit a conceptually rich construct that can serve as a learning compass. This can be explained by the interpretation of the five pillars

of the Paris development framework. Phonemic awareness, phonics, and fluency are considered limited because they are highly linear and students develop mastery levels (test ceilings) over several years. Alternatively, vocabulary and comprehension are multidimensional, gradual, context-dependent, and develop throughout the lifespan. As a result, they do not use simple, individual measures. Our discussion focuses on the unconstrained nature of vocabulary knowledge and describes some assessments that fit the complex theoretical framework.

Frequency plays a central role in language acquisition, processing and use. The language processor is believed to be tuned to the frequency of input because language users are sensitive to the frequency of linguistic events in their experience. Lexical frequency effects are undoubtedly the most reliable in psycholinguistic research and are responsible for the organization of the lexicon. In fact, frequency is a decisive factor in determining which L1 words can be learned and when. Some words are acquired early in a child's life (milk, bottle, dog), while others may be acquired later in life (internet, university, marriage); However, many words are never acquired, used or never encountered by even highly educated L1 users (terms and other very low frequency words: dactylion, tachyphagia) [3]. Thus, it is not surprising that the frequency of such situations is a guiding force in language teachers' and course designers' decisions about what and when to teach L2 learners. Over the past two decades, corpus-based studies of written and spoken speech have been instrumental in improving our understanding of the relative frequency of words and thus the importance of vocabulary in language learning and teaching. In the corpus study described above, Nation found that a vocabulary of 8,000–9,000 words is needed for working with written texts, and 6,000–7,000 words for understanding spoken texts. Most importantly, Nation concluded that the greatest changes in vocabulary can occur in the first 1,000 word clusters, which account for 80 and 83% of written and spoken texts, respectively. Similarly, the 1000 most frequent word clusters in the BNC were found to cover more than 85% of the words in 88 television programs and about 86% of the words in 318 movies. These findings indicate the importance of high-frequency words, and thus the importance of learning the first 1,000 word sets in any English language learning program. In contrast, the second 1,000 word groups in the Nation were found to cover approximately 9 and 6 percent of written and spoken language, respectively, while the fourth and fifth 1,000 word groups covered only 3 percent of written and spoken language. 2% coverage of oral texts. Obviously, learning and being able to work with words beyond the first 1,000 vocabulary words is essential to achieve specific language learning goals and to communicate effectively in L2. These numbers primarily indicate the relative value of words in vocabulary learning. Students' primary task should be to gain sufficient mastery of the most common 1000 words before moving on to the second or third 1000 word

levels. Apparently, students learn (or try to learn) what is presented by teachers. Thus, an important role in the mammoth task of vocabulary learning belongs to language teachers and course designers, whose task is to choose, in principle, which words to learn and when.

There are a number of challenges associated with learning and teaching L2 vocabulary. First, unlike L1 vocabulary learning, the rate of L2 vocabulary learning is slow and uneven. This is mainly due to insufficient knowledge and lack of opportunities to use the language in and out of the classroom. Secondly, the specific task can seem daunting - there is a lot to learn. An educated native speaker has a vocabulary of 20,000 words, while an educated L2 speaker has a vocabulary of 8,000–9,000 words—even the latter is a lifetime for an EFL learner. can be difficult. Finally, words vary greatly in frequency and coverage, and therefore learning value – so choose words wisely. There is no point in introducing the EFL learner to the words in the second 1000 word group until the words in the first 1000 word group have been mastered. What can help students and teachers learn vocabulary is the development of a well-founded institutional program aimed at optimizing vocabulary teaching and learning.

A prime example of such a program is the Nation model, which includes a vocabulary component of a language course. The main principles and elements of this model can be summarized as follows. Although the general goal is inevitably to increase students' vocabulary, the specific goals may differ from one group to another. For example, the focus may be on high-frequency, academic, technical, or low-frequency vocabulary, depending on what students already know. In order to determine goals and determine what vocabulary teachers should focus on, it is necessary to determine what vocabulary students already know. Nation and Webb and Chang suggest using diagnostic tests, such as the VLT or Productive Levels Test [4].

Technology can be a useful tool in teaching vocabulary to A1 students. Language learning apps like Duolingo and Babbel provide interactive exercises that help students learn new vocabulary. Online resources such as Quizlet and Memrise offer flashcards and quizzes that can be used to reinforce new vocabulary. In summary, teaching vocabulary to A1 students requires a combination of fun, interactive and contextual strategies. Teachers can use visual aids, repetition, drills, real-life objects, context-based activities, reading materials, and technology to help students improve their vocabulary. By implementing these strategies, teachers can help A1 students build a solid foundation in the language and prepare them for more advanced learning.

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