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EFFECTIVE METHODS FOR TEACHING VOCABULARY IN ENGLISH AS A SECOND LANGUAGE: INTEGRATING WORD CLASSES FROM A1 TO C2 LEVELS

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Abstract: This scientific article presents a methodology for effective vocabulary learning in the process of learning English. The proposed approach is based on the logical progression of learning parts of speech (nouns, adjectives, verbs, adverbs, pronouns, conjunctions, and prepositions), which allows for gradual expansion of the vocabulary of language learners at each level. Starting from simple parts of speech at the A1 level, the process progresses by linking them with more complex parts of speech at higher levels. This article illustrates the systematic study of parts of speech and their practical application. Additionally, it presents an effective methodology for learning vocabulary through integration, helping to organize the process of learning English in a systematic and logical manner.

Keywords: English language teaching, vocabulary learning methodology, parts of speech, systematic approach, language proficiency, integration, communicative skills, academic skills, practical exercises.

In today's rapidly changing world, acquiring strong qualifications, mastering modern professions, utilizing information and communication technologies, and enhancing academic capacity all require effective language learning, which plays a crucial role in the socio-economic development of individuals and nations. In particular, the large-scale reforms taking place in our country's education system are creating opportunities to improve the methodology of teaching foreign languages—especially English—and to introduce new approaches.

To achieve this effectively, it is essential to enhance vocabulary teaching methodology within English language instruction. Vocabulary instruction is an integral component of language learning. It plays a pivotal role in expanding learners' lexical range, enabling easier acquisition of the target language, deeper comprehension, and the clear expression of complex ideas. Moreover, this process supports cognitive development and significantly strengthens both communicative and academic skills of teachers and learners alike. Therefore, developing vocabulary teaching methodologies based on modern pedagogical principles is a valuable resource for both educators and researchers. The process of learning English typically follows a step-by-step progression, with each level requiring specific methods and expectations, which contributes to the overall efficiency of language acquisition.

From level A1 to C2, the development of vocabulary is a fundamental factor in mastering the language. At each level, learners improve their understanding and use of the language, which in turn enhances the quality and effectiveness of vocabulary acquisition. At the A1 level, learners begin by studying basic words and expressions, while at advanced levels, they are expected to apply more complex and specialized vocabulary accurately and appropriately. Through this gradual process, learners' language knowledge and skills are progressively deepened and broadened.

Adjusting vocabulary teaching approaches to the corresponding proficiency level enables learners to consolidate their knowledge and use the language more accurately and effectively at every

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stage. This, in turn, fosters the development of high-level language competence, as learners not only expand their vocabulary but also improve their ability to use it contextually and meaningfully.

In today's era of global communication and knowledge exchange, mastering English is not only a key to language acquisition but also a foundation for practical success in life. Thus, this issue remains highly relevant and necessitates the development of educational methodologies that meet contemporary standards and demands. A systematic and logical approach to teaching word classes contributes to more efficient vocabulary learning, easier memorization, and confident use of words in both spoken and written discourse.

By understanding the interconnection between word classes, learners acquire a deeper mastery of the language. This methodology offers effective strategies for students at various proficiency levels to learn different parts of speech, thereby increasing their ability to use the language accurately and appropriately in real-life contexts. Recognizing the logical relationships between word classes helps accelerate the language learning process and enhances its overall effectiveness. Therefore, a systematic approach to teaching word classes is both relevant and necessary today.

This is evidenced by the Presidential Decree No. PQ-53 dated February 2, 2024, "On measures for teaching students of general secondary education institutions foreign languages and modern professions," which stipulates the development of strategies for teaching a second foreign language within the "In-depth Subject Instruction" framework. This indicates that the teaching and learning of foreign languages—particularly English—has become a matter of national educational policy. The ongoing reforms in our country highlight the growing importance of language learning and aim to implement new approaches and innovations within the education system.

The significance of vocabulary in second language acquisition has been highlighted in numerous studies. For example, Nation (2001) emphasized that vocabulary plays a crucial role in language learning and in developing reading skills. Similarly, Schmitt (2008) demonstrated the importance of systematic vocabulary learning and the role of word families and semantic networks in language acquisition. Various approaches have been applied in English language learning, including thematic vocabulary instruction (Goulden, 1990), corpus-based methods (McCarthy, 1990), and explicit instruction of word classes (Laufer & Goldstein, 2004). However, the approach of integrating word classes with each other has received limited scholarly attention, especially concerning learners at different proficiency levels.

Developing and further researching this methodology is essential, as it helps students understand the relationships among word classes and improves their language acquisition effectiveness. The proposed methodology for working with vocabulary throughout the language learning process aims to introduce word classes in a logical sequence, adapted to the learners' proficiency level. This approach allows learners to gain a more profound and effective understanding of the language.

Starting at the A1 level, simple word classes are introduced and gradually become more complex at each subsequent level, with new word classes added at every stage. As a result, learners incrementally expand their vocabulary at each level of language learning. Analyzing examples and applying them across different levels enhances the effectiveness of language acquisition, ultimately fostering a high level of language competence.

For instance: A1 Level: Basic Word Classes (Nouns and Adjectives)

At the A1 level, learners are introduced to basic word classes, primarily focusing on nouns and adjectives. At this stage, students learn simple words from daily life and their meanings. They use these words to construct basic sentences. For example:

- "big cat," "The cat is big"
- "black cat," "The black cat is sitting on the table"

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This stage also aims to expand learners' vocabulary by teaching them colors, sizes, and other basic adjectives. Examples include:

- "She has a small, white dog"
- "The book is interesting"

A2 and B1 Levels: Introducing Verbs and Adverbs

At the A2 level, learners are introduced to verbs and adverbs. Verbs represent actions, while adverbs help describe where, how, and when those actions take place. At this stage, learners start forming more complex sentences using verbs and adverbs. For example:

- "She runs quickly"
- "He works every day"

A2 learners are also introduced to words that express time, location, and the speed of actions. Examples include:

- "They eat lunch at the park"
- "I will go to the store tomorrow"

At the B1 level, learners begin to use adverbs such as "often," "rarely," and "usually" to provide more precise descriptions of actions.

B2 and C1 Levels: Pronouns, Conjunctions, and Prepositions- At the B2 level, learners are introduced to pronouns, conjunctions, and prepositions. Pronouns are used to replace nouns, conjunctions help form complex and compound sentences, and prepositions play an important role in expressing place, time, and cause. At this stage, students are trained to produce longer and more cohesive texts. For example: "Although the weather is cold, we still went to the park." Here, the conjunction "although" and the preposition "to" are used. Additionally, learners study connectors such as "while," "because," and "however" to build clearer and more complex sentence structures. Another example at the B2 level is: "He was tired, but he continued working."

At the C1 level, students engage in a deeper study of complex pronouns and prepositions. For instance: "The man whose car broke down was waiting for a tow truck." In this sentence, "whose" is a complex pronoun, and "for" is the preposition. At this stage, learners develop the ability to use a variety of conjunctions and complex prepositional structures to express specific semantic relationships.

C2 Level: Advanced Word Classes- At the C2 level, learners acquire advanced knowledge of word classes, including complex pronouns, conjunctions, and prepositions. This stage trains students to use language with precision and nuance. For example: "In spite of the difficulties, she persisted in her work." The prepositional phrase "in spite of" and the verb "persisted" are used to convey contrast and determination. C2 learners are taught to express subtle meanings and to produce extended, sophisticated sentences. Example: "Notwithstanding his hard work, the project was delayed."

Through this methodology, learners develop their language competence progressively by mastering word classes at various stages. Instructional strategies are tailored to the learner's level, allowing them to apply language more accurately and effectively in real-world contexts.

To effectively implement this methodology, a range of activities must be used to support the development of language skills in an engaging and interactive way. These activities may include reading comprehension tasks, vocabulary exercises, context-based practices, and interactive drills. Selecting texts appropriate to each proficiency level is essential for successful implementation. For A1 learners, texts related to everyday situations are recommended, as they help learners acquire language at the initial stage. At the C2 level, students work with academic and complex texts, which enable them to grasp not only general language use but also its subtle and sophisticated aspects.

To make the learning process of word classes more interactive and effective, learners should be given opportunities to apply these structures in practice through role plays, debates, and writing tasks.

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Role-play activities train learners to use word classes in practical situations. Debates help them connect and apply verbs, adverbs, pronouns, and conjunctions logically and coherently, encouraging clear and reasoned expression. Writing tasks, in turn, support the reinforcement and internalization of the word classes studied.

Context-based practice enables learners to apply the target language in real-life situations. This method is especially important for learners at the B2 and C1 levels, as it requires them not only to know word classes theoretically, but also to understand and use them at an advanced and practical level. This approach deepens the language learning process, enhances learners' communicative competence, and increases their interest in language acquisition. Moreover, through context-based exercises, students learn to use language effectively in real-life scenarios, which in turn boosts their motivation to learn.

The implementation of this methodology provides learners with the opportunity not only to gain theoretical knowledge, but also to use the language effectively in everyday contexts. This process significantly enhances vocabulary development, as learners actively use new words in realistic settings and interactive tasks. As a result, students do not merely study language from a theoretical perspective but also acquire the skills necessary to communicate successfully in personal, academic, or professional environments. The effective application of this method fosters greater learner engagement and makes the learning process more dynamic and meaningful.

An integrated approach to teaching word classes helps learners expand their vocabulary and use the language more effectively. From A1 to C2 levels, learners are guided to understand the interconnections between different parts of speech, which significantly enhances the overall efficiency of language acquisition. Through this method, learners not only broaden their vocabulary but also learn to use language with greater precision and complexity.

The proposed methodology introduces a structured and systematic framework for vocabulary learning in English. It emphasizes the logical connection between word classes, enabling students to develop both lexical knowledge and accurate language use. As learners progress through each proficiency level, they are provided with opportunities to understand how different word classes function together, which contributes to more meaningful and efficient language learning.

At each level, the teaching of word classes is tailored to the learners' needs, with a focus on practical application. This ensures that learners acquire both theoretical understanding and practical language skills. As a result, students not only increase their vocabulary but also learn to use language accurately, fluently, and appropriately in various contexts. This methodology serves as an effective tool for fostering successful language acquisition, increasing learner motivation, and developing communicative competence. Moreover, the flexible nature of this approach allows it to be adapted to the specific needs of learners at different proficiency levels, making the language learning process more efficient and learner-centered.

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