



TEACHING VOCABULARY USING GRAMMAR TRANSLATION METHOD AND COMMUNICATIVE LANGUAGE TEACHING

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Abstract:

This article focuses on the ways of teaching vocabulary, the Grammar Translation Method and Communicative Language Teaching, to Uzbek students in order to assess the effectiveness of both methods. It reveals the methods provides a better basis to learn new words and analysis vocabulary strategies students like to use in order to learn new vocabulary, identifies the effectiveness of one method over the other when referring to the learning of new words.

Key words:

Methods, vocabulary, communicative language, grammar translation, approaches, students, strategies, teachers.

English teaching methods have been the focus of the Uzbek educational authorities in the last years in particular, by cultivating a high motivation in students to learn English. As traditional methods have been widely used by Uzbek teachers, nowadays the emphasis is being placed on the communicative approaches, which teach the actual communication, not just theories about it. Consequently, teachers are now inclined to teach communication, involving not only grammatical elements but also important features of culture and society, which help in learning an L2.

The question “which method is most appropriate for teaching a second language” is still under debate. Therefore, foreign languages are learned and taught in various ways. Although none is perfect, some of these methods and approaches are more successful than others. In many schools in Uzbekistan, Grammar Translation Method is still used by many teachers to teach foreign languages and especially English. Grammar Translation Method involves the translation of literary texts followed by explanation in the students’ native language of rules of grammar. This method is used in order to help and encourage students to like and appreciate literature and very little teaching is done in the target language. Communicative Language Teaching is the best and most successful method in vocabulary teaching and learning. Grammar translation method is so widely used because this method requires few specialized skills on the part of teachers, because they use their native language and so even teachers who are not fluent in English can teach via this method. However, it is not only for this reason that this method has always been on the top list of the English language methods but for the students as well. In Uzbekistan, the same idea exists for the students: they need to know linguistic details in order to learn a foreign language. For them it is easier to communicate in their native language and the communication between them and the teacher does not cause any linguistic problem. Furthermore, the usage of the native language in the classrooms makes it impossible for students to give up the habit of thinking in their native language and then translating them, when they want to express something in a foreign language.

New words are learned through direct translation from the native language if Grammar Translation Method is used. In fact, both teachers and students of English in Uzbekistan frequently find it convenient to opt for translation. Teachers commonly attempt to explain a foreign word, phrase or sentence by giving a mother-tongue equivalent. This means that translation has been used

to learn the new words. Students face difficulties in how the words are used and what emotions the words express. This method has generated a great number of skilled students but only in grammar with many difficulties in remembering new words and consequently using them in patterns and collocations. Therefore, there is no connection between recall of word meaning and use of words in context. However, not always exact translation from one language to another is possible. There are numerous lexical items in one language, which have no equivalents in another language. Grammar translation provides scraps of comprehensible input. The focus is entirely on the form, and not on meaning that students are forced to read word by word, and consequently rarely focus completely on the message. In order to use the language effectively learners need to develop communicative competence. In addition, one of the ways in which this communicative competence can be achieved is through real communication. This helps students when they are in a foreign country and need to communicate with them in different situations.

Communicative Language Teaching is the method, which may be used by teachers who want to engage their students in real-life communication in the target language. This real-life communication can help students in their learning process in order to learn new words from the different kinds of conversation that they may have with each other or with the teacher and remember what they learn for a long time. On the other hand, virtually no class time or very little time is given to students in order to produce their own sentences when they are taught via Grammar Translation Method. It does not give pattern practice and a little time is spent on oral practice whether productive or reproductive. Many students might face a lot of difficulties related to the language, because they do not have the possibility in the classroom to personalize or develop their own style. A person can learn a language only when he internalizes its patterns in order to form a habit. It is almost impossible to learn a language only by rules. Practice is very important in learning a language and communicative language teaching is a method, which can offer to students practice and real life communication. In Uzbekistan, the application of this method encounters almost the same difficulties because of large class size, inadequate resources, examination pressures, and learners' concerns about the neglect of grammar.

The methods above are more effective in learning new words, based on different other researches and on our research made in Uzbekistan. It is suggested that method helps students more to learn vocabulary, although from the findings it is not clearly understood the effectiveness of one method over the other.

References

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