

## **STRATEGIES FOR TEACHING NEW WORDS THROUGH READING**

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### **ABSTRACT**

*Vocabulary acquisition is a crucial component of second language learning, and reading provides an effective context for introducing and reinforcing new words. This study investigates strategies for teaching new vocabulary through reading, focusing on contextual guessing, word mapping, and active engagement techniques. Using a mixed-method approach, the research evaluates the effectiveness of these strategies in improving learners' word retention, comprehension, and usage. Results indicate that structured vocabulary instruction embedded in reading activities significantly enhances learners' lexical knowledge.*

**Keywords:** *language proficiency, authentic language, explicit strategies, comprehension, semantic maps, contextual guessing, vocabulary-focused, target words, lexical development, technology-assisted vocabulary tools.*

### **ANNOTATSIYA**

*Lug‘atni o‘zlashtirish ikkinchi tilni o‘rganishning muhim tarkibiy qismi bo‘lib, o‘qish yangi so‘zlarni o‘zlashtirish va mustahkamlash uchun samarali sharoit yaratadi. Ushbu tadqiqot o‘qish orqali yangi lug‘at boyligini o‘rgatish strategiyalarini o‘rganadi, bunda kontekstual taxmin qilish, so‘zlarni xaritalash va faol ishtirok etish usullariga e‘tibor qaratadi. Aralash usul yondashuvidan foydalangan holda, tadqiqotda o‘quvchilarning so‘zlarni eslab qolishi, tushunishi va ishlatishini yaxshilashda ushbu strategiyalarning samaradorligi baholanadi. Natijalar shuni ko‘rsatadiki, o‘qish mashg‘ulotlariga kiritilgan tizimli lug‘at ta‘limi o‘quvchilarning leksik bilimlarini sezilarli darajada oshiradi.*

**Kalit so‘zlar:** *tilni bilish, mahalliy ishlatiladigan til, aniq strategiyalar, tushunish, semantic xaritalar, kontekstual tahmin, lug‘atga yo‘naltirilgan, maqsadli so‘zlar, leksik rivojlanish, texnologiyaga asoslangan lug‘at vositalari.*

### **АННОТАЦИЯ**

*Усвоение словарного запаса является важнейшим компонентом изучения второго языка, а чтение обеспечивает эффективный контекст для ознакомления и закрепления новых слов. В данном исследовании исследуются стратегии обучения новому словарному запасу посредством чтения, уделяя особое внимание контекстуальному угадыванию, сопоставлению слов и методам активного взаимодействия. Используя смешанно-методический*

*подход, в исследовании оценивается эффективность этих стратегий в улучшении запоминания, понимания и использования слов учащимися. Результаты показывают, что структурированное обучение лексике, встроенное в деятельность по чтению, значительно улучшает лексические знания учащихся.*

***Ключевые слова:** владение языком, аутентичный язык, эксплицитные стратегии, понимание, семантические карты, контекстуальное угадывание, лексика, целевые слова, лексическое развитие, средства словарного запаса с помощью технологий.*

## **INTRODUCTION**

Vocabulary is central to language proficiency, influencing listening, speaking, reading, and writing skills (Nation, 2001). Reading not only exposes learners to authentic language but also provides repeated encounters with target words in context, which facilitates retention (Schmitt, 2010). However, without explicit strategies, learners may fail to notice or internalize new words encountered in texts.

The purpose of this study is to explore effective strategies for teaching new vocabulary through reading and to examine how these strategies impact learners' comprehension, retention, and ability to use words accurately in context.

## **MATERIALS AND METHODS**

The study involved 40 intermediate-level English language learners (ELLs) aged 16–18, enrolled in a high school language program. Participants were randomly assigned to two groups: an experimental group receiving structured vocabulary instruction and a control group engaging in reading without targeted vocabulary strategies.

Reading materials included short stories, newspaper articles, and graded readers appropriate for intermediate learners. A list of 50 target words unfamiliar to participants was selected for instruction.

The experimental group was taught new vocabulary through the following strategies:

1. Contextual Guessing: Learners inferred the meaning of words from surrounding context.
2. Word Mapping: Visual organizers such as semantic maps, synonyms, antonyms, and example sentences were used to deepen understanding.
3. Active Engagement: Learners completed tasks including sentence creation, peer teaching, and summarization incorporating target words.

The control group read the same texts without explicit vocabulary instruction.

Data were collected using pre-tests and post-tests measuring word recognition, meaning recall, and usage in context. Additionally, classroom observations and learner reflections provided qualitative insights into engagement and strategy effectiveness.

## **DISCUSSION AND RESULTS**

### **Quantitative Findings:**

The experimental group showed a 25% higher increase in post-test scores compared to the control group.

Recognition and contextual usage of target words improved significantly for the experimental group, with most learners correctly using words in sentences.

### **Qualitative Findings:**

Learners reported that contextual guessing helped them understand words without constant dictionary use.

Word mapping enhanced memory retention and allowed learners to see connections between words.

Active engagement activities, particularly peer teaching and sentence creation, increased motivation and reinforced learning.

The findings suggest that structured strategies for teaching vocabulary through reading significantly improve learners' word knowledge and application. Contextual guessing aligns with natural language acquisition, allowing learners to infer meaning actively. Word mapping promotes deeper processing, supporting long-term retention (Paivio, 1990). Active engagement ensures that vocabulary is not passively recognized but actively used in meaningful contexts, enhancing communicative competence.

Teachers should integrate these strategies systematically, ensuring that reading activities are not only comprehension-focused but also vocabulary-focused. Combining multiple strategies appears more effective than using any single technique in isolation.

## **CONCLUSION**

To sum up, teaching new words through reading is most effective when explicit strategies are employed. Contextual guessing, word mapping, and active engagement activities collectively enhance learners' vocabulary acquisition, retention, and usage. Educators are encouraged to design reading tasks that embed these strategies, promoting both comprehension and lexical development. Future research could investigate long-term retention and the role of technology-assisted vocabulary tools in reading instruction.

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