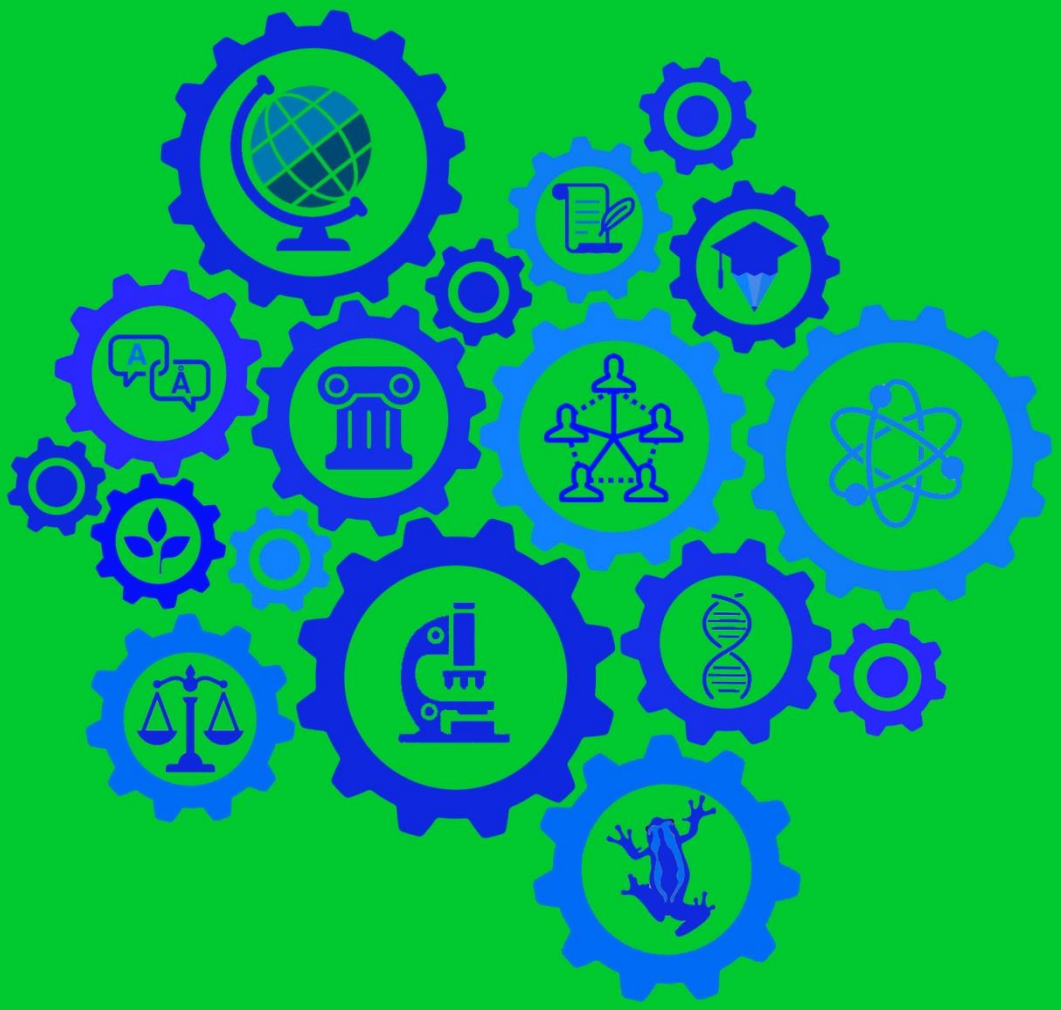
IMPACT FACTOR (UIF): 8.47
IMPACT FACTOR (SJIF): 8.47

ISSN: 2249-9822

TJE

Thematics Journal of Education

Informing scientific practices around the world through research and development



Editorial Team

- **2024-2025 years**
- **Dr. Anurugwo Appolonia Osita**, Lecturer, Department of Adult and Non-Formal Education, Alvan Ikoku Federal College of Education, Owerri Imo State, Nigeria
- **Dr. Ram Babu Pareek**, Assistant Professor, Regional Institute of Education, Ajmer, Rajasthan, India
- **Dr. Vanita Chopra,** Assistant Professor (B.El.Ed), Gargi College, Department of Elementary Education, Delhi University, India
- **Dr. Lagay Elena Aleksandrovna,** Uzbek State University of World Languages
- **Matchanov Nurjan Sultanmuratovich** NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER AJINIYAZ
- **Karlibayeva Guljahon Ermekbayevna** NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER AJINIYAZ
- **Turdikulova Barno Toirkulovna** Gulistan state pedagogical institute
- **Bulatov Saidaxbor Sobitovich** Tashkent State Pedagogical University named after Nizami

2023-2024 years

- Anurugwo Appolonia Osita, Lecturer, Department of Adult and Non-Formal Education, Alvan Ikoku Federal College of Education, Owerri Imo State, Nigeria
- Ram Babu Pareek, Assistant Professor, Regional Institute of Education, Ajmer, Rajasthan, India
- Vanita Chopra, Assistant Professor (B.El.Ed), Gargi College, Department of Elementary Education, Delhi University, India
- Ziyaeva Sevara Anvarovna Uzbekistan State World Languages University
- Engin Aslanargun, Associate Professor, Educational Administration, and Supervision, Department of Educational Sciences, University of Düzce, Turkey
- Agzamova Malika Muratovna - Head of the Department of Pedagogy and Psychology of the Tashkent branch of the Russian State Pedagogical University named after. A. I. Herzen, PhD, associate professor
- Farida Azatovna Maksetova Senior Researcher, Doctor of Philosophy (PhD) in Philological Sciences,

Karakalpak Scientific Research Institute of Humanities of the Karakalpak Branch of the Academy of Sciences of the Republic of Uzbekistan

Thematics journals PVT. LTD.
Address: A-9, Local Shopping Complex, B-Block, Naraina Vihar, Ring Road, New Delhi - 110027
Tel: +91-11-45055556, 45055533, 45055537
For General Query info@thematicsjournals.in
For Subscription Contact subscription@thematicsjournals.in
For Submission of Journal or Article submission@thematicsjournals.in

TJE - Thematic journal of Education
ISSN 2249-9822
Vol-8-Issue Q1- 2024
http://thematicsjournals.in/index.php/tje
researchbib impact factor 8-2024

TEACHING ACADEMIC VOCABULARY THROUGH GENRE-BASED APPROACHES

Muattar Nazirova
Academic lyceum of ChSPU Teacher of English
E-mail: muattar-83@mail.ru

Abstract: This article looks at genre-based approaches to teaching academic vocabulary, focusing on their significance in improving students' vocabulary acquisition and overall academic performance. Academic vocabulary is important for students because it allows them to understand and engage with complex literature. The article explores the ideas of genre-based pedagogy, which emphasizes the linguistic and contextual characteristics of various text kinds. By incorporating genre analysis into vocabulary education, educators can give students a foundation for efficiently employing academic language. The paper describes several approaches of applying genre-based strategies, such as collaborative writing activities and peer review sessions. Qualitative and quantitative evidence show that these methods promote considerable gains in vocabulary knowledge and writing abilities. The findings emphasize the value of contextual learning and teamwork in academic contexts. This article promotes the use of genre-based techniques in vocabulary training to provide students with important language abilities for academic achievement.

Keywords: Academic vocabulary, genre-based approaches, vocabulary acquisition, academic performance, collaborative writing, contextual learning, peer review, instructional techniques, qualitative research, quantitative analysis, academic discourse, writing skills, student engagement.

INTRODUCTION

Learning academic vocabulary is an essential skill for those who are interested in furthering their education. The term "academic vocabulary" refers to a collection of words and phrases that are often used in academic discourse. This vocabulary includes both general academic terms and language that is specific to a particular field. There is a substantial correlation between having a broad academic vocabulary and academic performance. This is because having such a vocabulary enables pupils to grasp and effectively engage with difficult texts and ideas. According to research, students who have a strong command of academic vocabulary do better in academic contexts. This highlights the need of employing efficient teaching approaches that are centred on the acquisition of vocabulary.

Within the realm of education, genre-based instructional strategies have become increasingly popular over the course of the past few years. Students are able to get an understanding of how language functions within distinct social contexts by engaging with these techniques, which place an emphasis on the linguistic and contextual characteristics of various sorts of texts. The capacity of pupils to make efficient use of academic language can be improved by teachers through the incorporation of genre analysis into vocabulary education. In this article, the ideas and methodology of genre-based approaches to teaching academic vocabulary are investigated. More specifically, the paper outlines the application of these approaches and the impact that they have on the learning outcomes of students.

METHODS

Participants in the study students who were engaged in a writing for academic purposes. Participants were drawn from a wide range of different backgrounds and possessed differing degrees of English vocabulary and grammar. Before beginning the study, a needs analysis was carried out in order to determine the precise academic vocabulary requirements that the students needed to meet in order to be successful in their desired fields of study.

The course was organised around a framework for instruction that was focused on genres, and it consisted of many major phases. The first phase was an introduction to the genres that were being targeted. During this stage, students were exposed to a variety of academic forms, including essays, and presentations, among others. A thorough examination of the structural qualities, linguistic traits, and vocabulary that are typical of each genre was carried out. The following phase consists of students participating in collaborative writing projects within the target genres. These tasks are part of the goal writing activities. Peer contact was emphasised throughout this phase, which made it easier to acquire language through contextual learning. During the third phase of the peer review sessions, students took part in peer review sessions that focused on the efficient utilisation of academic language in their written writings. The evaluation included comments on the use of vocabulary, the use of collocations, and the adherence to genre standards.

Throughout the course of the study, both quantitative and qualitative data were gathered simultaneously. The students' academic vocabulary knowledge was evaluated through the use of standardised exams, which were meant to evaluate both the students' recognition and production of vocabulary. These tests were delivered both before and after one another. In addition, qualitative data was collected by conducting semi-structured interviews with participants. The purpose of these interviews was to investigate the participants' impressions of the genre-based approach, as well as the extent to which it influenced their vocabulary learning and writing abilities. After being transcribed, the interviews were subjected to thematic analysis for further examination.

When analysing the outcomes of the pre-test and the post-test, statistical methods were utilised. Furthermore, paired tests were utilised in order to evaluate the significance of vocabulary gains. The process of identifying recurrent themes and patterns in relation to the experiences and attitudes of students towards the genre-based approach was accomplished through the coding of qualitative data.

RESULTS AND DISCUSSION

The comparison of the participants' scores on the pre-test and the post-test demonstrated that they had made considerable progress in their academic vocabulary understanding and vocabulary. According to the findings, the instructional strategy that was centred on genre played a significant role in efficiently facilitating vocabulary acquisition. Students displayed improved awareness and output of discipline-specific terms that are frequently encountered in research articles. These terms include "methodology," "analysis," and "findings." Students engaged with vocabulary in context by focusing on specific genres, which reinforced both their grasp of the terms and their ability to apply them into their everyday lives. Several major aspects surrounding the experiences of students with the genre-based approach were highlighted by qualitative data gathered from interviews which included the following:

Learning in Context: How to a significant number of students emphasised the significance of acquiring vocabulary within the framework of particular literary genres. Students said, for instance, that working on research papers helped them grasp how to successfully utilise words since they encountered the terms in authentic situations. This caused them to better comprehend how to use words.

Collaboration and Interaction: Students expressed a strong appreciation for the collaborative writing assignments they were all assigned. According to what they reported, having conversations with their classmates about their writing enhanced their learning experience and gave them the opportunity to explore other ways to utilise words.

Students reported feeling more confident in their writing talents and a greater desire to engage with academic literature as a result of this. They discussed how the genre-based approach helped break down the mystery around academic writing, making it easier to understand and less daunting.

The results of this study are consistent with previous research that suggests that education that is focused on genres not only helps students acquire vocabulary but also helps them develop a deeper comprehension of the conventions that are used in academic writing. For instance, research has demonstrated that students who acquire vocabulary within the context of particular genres find themselves in a better position to traverse academic discourse and engage critically with texts. To illustrate the effectiveness of genre-based approaches in teaching academic vocabulary, several instructional techniques were employed during the study.

Collaborative Essay Writing**:** In pairs, students wrote argumentative essays on topics relevant to their fields of study, incorporating specific academic vocabulary. Peer feedback sessions focused on vocabulary use, encouraging students to consider alternative word choices and collocations.

Presenting Findings**:** Students prepared and delivered presentations based on their essays, emphasizing the academic vocabulary they had learned. This activity reinforced their understanding and usage of vocabulary in both written and spoken forms.

CONCLUSION

The outcomes of this study provide evidence that genre-based approaches are beneficial in the instruction of academic vocabulary. These approaches have been shown to result in considerable gains in students' ability to acquire vocabulary and their writing skills. It is possible for educators to equip students with the tools necessary to traverse difficult texts and effectively participate in debate if they place vocabulary instruction within the framework of certain academic genres.

Further evidence of the advantages of teamwork, contextual learning, and enhanced self-assurance may be seen in the qualitative insights that were gleaned from student interviews. The potential for integrating technology to improve genre analysis and vocabulary instruction should be investigated in future research. Additionally, the long-term effects of genre-based vocabulary learning should be investigated across a wide range of educational contexts and fields of study.

In conclusion, approaches that are based on genres provide a potential framework for teaching academic vocabulary. These approaches not only encourage the learning of vocabulary but also create a deeper understanding of academic writing and discourse. Students benefit from the development of their academic language abilities because it makes them more prepared to achieve success in their academic endeavours and to make contributions that are valuable to their respective fields of study.

REFERENCES

1. Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. Routledge.
2. Biber, D., & Conrad, S. (2009). *Register, Genre, and Style*. Cambridge University Press.
3. Biber, D. (1988). Variation Across Speech and Writing. *Cambridge University Press*.
4. Cheng, W. (2009). Learning Academic Vocabulary: A Study of University Students. *Language Teaching Research*.
5. Coxhead, A. (2000). A New Academic Word List. *TESOL Quarterly*.
6. Flowerdew, L. (2013). *Discourse in English Language Education*. Routledge.
7. Hyland, K. (2007). *Genre and Academic English*. University of Michigan Press.
8. Graves, M. F. (2006). *The Vocabulary Book: Learning and Instruction*. Teachers College Press.
9. Miller, G. A. (1996). The Science of Words. *Scientific American*.
10. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
11. Palmer, H. (2008). The Role of Genre in Teaching Writing. *TESOL Journal*.
12. Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.
13. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.