



EOC
EUROASIAN
ONLINE
CONFERENCES

SPAIN CONFERENCE

**INTERNATIONAL CONFERENCE ON
SUPPORT OF MODERN SCIENCE AND
INNOVATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION: a collection scientific works of the International scientific conference – Madrid, Spain, 2026, Issue 5.

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION**». Which took place in Spain, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.



ERROR CORRECTION VS FLUENCY DEVELOPMENT IN LANGUAGE LEARNING

To'rayeva Bibioysha Safar qizi

Second-year student of the Faculty of Pedagogy and
Science-Humanitarian Subjects,
The Field of Philology and Language Teaching

Abstract

Vocabulary acquisition is a fundamental component of second language learning, especially in English as a Foreign Language (EFL) contexts. Without sufficient vocabulary knowledge, learners struggle to develop reading, writing, listening, and speaking skills. This paper explores key strategies used in vocabulary acquisition, identifies major challenges faced by EFL learners, and evaluates effective teaching approaches supported by Second Language Acquisition theories. The study highlights the importance of both explicit and implicit vocabulary learning methods and argues that a balanced combination of strategies leads to better retention and usage. The paper concludes with pedagogical implications for language teachers and curriculum developers.

Keywords: Vocabulary Acquisition, EFL Learners, Lexical Development, Incidental Learning, Explicit Instruction, Word Knowledge, Language Teaching, Memory Strategies, Reading Input, Lexical Competence, Second Language Acquisition, Communicative Approach, Language Retention, Teaching Vocabulary

1. Introduction

Vocabulary is the core building block of any language, and effective communication is impossible without sufficient lexical knowledge. In English as a Foreign Language (EFL) contexts, learners frequently experience difficulties in acquiring and retaining vocabulary because of limited exposure to English and insufficient opportunities for meaningful practice. Research in second language acquisition demonstrates that vocabulary knowledge is directly connected to overall language proficiency. According to I. S. P. Nation, vocabulary learning involves not only understanding word meanings but also recognizing pronunciation, grammatical behavior, collocations, and contextual usage. Traditional language classrooms often rely on rote memorization techniques; however, modern teaching methodologies emphasize meaningful exposure and communicative usage. Therefore, vocabulary acquisition should be viewed as an active and continuous process that develops through interaction, contextual learning, and repeated exposure.

2. The Nature of Vocabulary Knowledge

Vocabulary knowledge is a complex system consisting of several interconnected dimensions. I. S. P. Nation identifies form, meaning, and use as the primary components of lexical knowledge. Knowing a word means understanding its spoken and written form, its conceptual meaning, and its grammatical and collocational behavior in various contexts. In addition, vocabulary knowledge can



be divided into receptive and productive categories. Receptive vocabulary includes words learners can recognize and understand while reading or listening, whereas productive vocabulary consists of words learners can actively use in speaking and writing. In most cases, learners possess a larger receptive vocabulary because recognizing language is generally easier than producing it accurately in communication.

3. Vocabulary Acquisition Strategies

EFL learners employ different strategies to acquire vocabulary effectively. One of the most common approaches is explicit learning, which involves direct instruction of vocabulary items through methods such as word lists, flashcards, dictionary use, and translation exercises. Norbert Schmitt states that explicit instruction is particularly effective for beginners because it allows learners to build foundational lexical knowledge rapidly.

In contrast, implicit learning occurs naturally through exposure to meaningful language input. Learners acquire vocabulary indirectly while reading texts, listening to conversations, watching videos, or inferring meanings from context. Stephen Krashen argues that comprehensible input plays a central role in vocabulary acquisition because learners internalize language structures more naturally when exposed to meaningful communication.

Memory-based strategies are also important in vocabulary learning. Techniques such as visualization, association, keyword methods, and repetition help learners retain words more effectively in long-term memory. Rebecca Oxford emphasizes that mnemonic strategies significantly improve retention and recall. Furthermore, social strategies contribute to vocabulary development through interaction and communication. Group discussions, peer learning, asking questions, and collaborative tasks allow learners to practice vocabulary in authentic communicative situations, reinforcing both understanding and usage.

4. Challenges in Vocabulary Acquisition

Despite the availability of different learning strategies, EFL learners encounter numerous difficulties in vocabulary acquisition. One major challenge is limited exposure to English outside the classroom environment. Without sufficient contact with authentic language input, learners struggle to expand their lexical knowledge. Another common issue is forgetting newly learned vocabulary due to lack of repetition and review. Learners may also experience difficulties with contextual understanding, as they often know dictionary meanings but fail to use words correctly in real-life situations. In addition, words with similar spelling or meaning frequently create confusion among learners. Motivation is another important factor affecting vocabulary acquisition, since low motivation reduces learner engagement and practice opportunities. According to I. S. P. Nation, repeated exposure and meaningful use are essential for overcoming these difficulties and achieving long-term vocabulary retention.

5. The Role of Input and Output in Vocabulary Learning

Input and output both play essential roles in vocabulary development. Stephen Krashen proposed the Input Hypothesis, which suggests that learners acquire language when they are exposed to meaningful and understandable input slightly above their current level of proficiency. Extensive reading, listening activities, and authentic materials provide valuable opportunities for vocabulary growth. Richard Day and Julian Bamford emphasize that reading large amounts of interesting and comprehensible texts significantly improves vocabulary size and language fluency.

However, input alone is insufficient for complete vocabulary development. Merrill Swain argues that learners must also produce language in order to notice gaps in their knowledge and strengthen lexical competence. Activities such as essay writing, presentations, role plays, and speaking tasks encourage learners to use vocabulary actively, transforming receptive vocabulary into productive vocabulary.

6. Effective Teaching Approaches

Several modern teaching approaches effectively support vocabulary acquisition. Communicative Language Teaching (CLT) focuses on meaningful communication rather than memorization, allowing learners to acquire vocabulary through real-life interaction. Task-Based Learning (TBL) also promotes vocabulary development by engaging learners in meaningful tasks that naturally require lexical usage. Rod Ellis explains that task-based instruction enhances vocabulary acquisition through communication and interaction.

Another influential method is the Lexical Approach proposed by Michael Lewis, who emphasizes learning chunks of language, such as collocations and phrases, rather than isolated words. For example, learners benefit more from learning expressions like “make a decision” as complete lexical units. In addition, extensive reading remains one of the most effective indirect approaches for vocabulary growth because it repeatedly exposes learners to language in meaningful contexts.

7. Memory, Retention, and Technology in Vocabulary Learning

Retention is one of the most critical aspects of vocabulary learning because learners often forget words that are not used regularly. I. S. P. Nation highlights that vocabulary must be encountered repeatedly in different contexts for long-term retention to occur. Strategies such as spaced repetition, contextual usage, vocabulary journals, and recycling words in communicative tasks are particularly effective for strengthening memory.

Modern technology also plays a significant role in vocabulary acquisition. Mobile applications, flashcard systems, online dictionaries, educational videos, and digital learning platforms provide learners with flexible and interactive opportunities for vocabulary practice. Robert Godwin-Jones notes that digital tools increase learner autonomy, motivation, and engagement, making vocabulary learning more accessible and efficient.

8. Discussion

Vocabulary acquisition is a multifaceted process that requires the integration of both explicit and implicit learning strategies. Explicit instruction helps learners quickly understand and memorize new lexical items, especially at beginner levels, while implicit learning through reading, listening, and communication promotes deeper understanding and natural language use. Relying on only one approach is insufficient for long-term lexical development because vocabulary knowledge must be reinforced through repeated exposure and meaningful communication. Motivation also significantly affects vocabulary acquisition, as learners who participate actively in communicative and interactive activities tend to retain vocabulary more successfully. Therefore, combining structured vocabulary instruction with communicative practice provides the most effective results in language learning.

9. Conclusion

This paper explored vocabulary acquisition in EFL learners by examining learning strategies, challenges, and effective teaching approaches. The analysis demonstrates that successful vocabulary learning depends on the balanced use of explicit instruction and implicit exposure. Explicit teaching is valuable for introducing new vocabulary, whereas implicit learning strengthens contextual understanding and long-term retention. Furthermore, repetition, meaningful communication, and active language use are essential for developing lexical competence. Teachers should therefore design lessons that integrate vocabulary instruction with authentic communicative tasks and interactive activities. Ultimately, vocabulary acquisition becomes most effective when learners experience both structured learning and natural language use, leading to greater accuracy, fluency, and communicative competence.

References

1. Day, R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*.
2. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
3. Godwin-Jones, R. (2018). *Emerging Technologies in Vocabulary Learning*.
4. Krashen, S. (1989). *Language Acquisition and Language Education*.
5. Lewis, M. (1993). *The Lexical Approach*.
6. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
7. Oxford, R. (1990). *Language Learning Strategies*.
8. Schmitt, N. (2000). *Vocabulary in Language Teaching*.
9. Swain, M. (1985). *Communicative Competence and the Output Hypothesis*.
10. Thornbury, S. (2002). *How to Teach Vocabulary*.