

## Communicative Language Teaching in Academic Lyceums: Challenges and Solutions

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**Abstract.** *Academic vocabulary is a critical component of English Language Learners' (ELLs) success in K–12 classrooms, as it directly influences comprehension, participation, and overall academic achievement across content areas. This article explores the challenges ELLs face in acquiring academic vocabulary and emphasizes the importance of explicit and systematic instruction alongside opportunities for incidental learning. Drawing on research in second language acquisition, including Krashen's monitor model and the benefits of extensive reading, as well as Chomsky's Universal Grammar, the study highlights how a language-rich, supportive classroom environment fosters vocabulary development. Practical strategies for teaching academic vocabulary—such as contextualized instruction, repeated exposure, and active use in speaking and writing—are discussed. The findings suggest that integrating structured vocabulary teaching with communicative and content-based activities enhances linguistic proficiency, boosts learner confidence, and supports cognitive and academic growth, ultimately enabling ELLs to succeed in both language and subject-area learning.*

**Key words:** *Academic vocabulary, English Language Learners (ELLs), second language acquisition, incidental learning, explicit instruction, extensive reading, content-based learning, vocabulary development.*

Vocabulary knowledge plays a central role in second language acquisition and is a strong predictor of academic success for English Language Learners (ELLs). Academic vocabulary, in particular, is essential for understanding subject-specific content, participating in classroom discussions, and performing successfully on assessments. Unlike everyday conversational language, academic vocabulary consists of low-frequency, abstract, and discipline-specific words that are commonly used in textbooks, lectures, and academic tasks. Without explicit instruction in these lexical items, ELLs often struggle to comprehend instructional materials and express their understanding effectively.

Research indicates that limited vocabulary knowledge is a major barrier to reading comprehension and overall academic achievement. Since most academic learning in schools is mediated through language, insufficient vocabulary restricts students' access to content knowledge across subjects such as science, mathematics, and social studies. For ELLs, this challenge is intensified because they must acquire both general English proficiency and specialized academic vocabulary simultaneously. As a result, gaps in vocabulary knowledge can lead to persistent achievement disparities between ELLs and native English-speaking students.

Teaching academic vocabulary explicitly is therefore critical. Explicit vocabulary instruction helps learners understand word meanings, usage, word relationships, and morphological features such as prefixes, suffixes, and roots. Studies suggest that direct instruction, when combined with meaningful practice opportunities, significantly enhances vocabulary retention and transfer to new contexts.

Moreover, vocabulary instruction supports the development of higher-order thinking skills by enabling students to analyze, compare, and evaluate concepts using precise academic language.

In addition to supporting comprehension and academic performance, vocabulary instruction plays an important role in fostering learner confidence and classroom participation. When students possess the necessary vocabulary to articulate their ideas, they are more likely to engage in discussions, ask questions, and collaborate with peers. This increased participation contributes to a more inclusive and interactive learning environment, which is particularly beneficial for ELLs who may otherwise feel marginalized or hesitant to speak.

Furthermore, teaching vocabulary should not be limited to memorization of word lists but should be integrated into meaningful contexts. Instructional approaches such as contextualized learning, repeated exposure to target words, and opportunities for active use of vocabulary in speaking and writing tasks are especially effective. When vocabulary is embedded in content instruction and communicative activities, learners are better able to internalize word meanings and apply them across different academic situations.

Systematic and purposeful vocabulary instruction is indispensable for supporting ELLs' linguistic development and academic achievement. By prioritizing vocabulary teaching, educators can help bridge language gaps, improve comprehension, and empower learners to succeed across content areas. This underscores the need for instructional practices that place vocabulary development at the core of language and content instruction.

Vocabulary knowledge is a fundamental component of second language acquisition and a strong predictor of academic success for English Language Learners (ELLs). In particular, academic vocabulary plays a crucial role in enabling learners to comprehend instructional materials, participate in classroom discourse, and demonstrate content knowledge across subject areas. Academic vocabulary consists of low-frequency, abstract, and subject-specific words that are commonly used in textbooks, assessments, and academic discussions. Without sufficient mastery of this vocabulary, ELLs often experience difficulty understanding complex texts and expressing their ideas effectively (Cummins, 2000; Snow, 2010).

Research has consistently shown that limited vocabulary knowledge negatively affects reading comprehension and overall academic achievement. Since academic learning is largely language-mediated, inadequate vocabulary restricts students' access to curriculum content in disciplines such as science, mathematics, and social studies (August & Shanahan, 2006). For ELLs, this challenge is compounded by the need to develop general English proficiency alongside academic language skills. As a result, vocabulary gaps frequently contribute to persistent achievement differences between ELLs and native English-speaking students (Nagy & Townsend, 2012).

Explicit instruction in academic vocabulary is therefore essential. Direct vocabulary teaching helps learners understand word meanings, usage, collocations, and morphological structures, including prefixes, suffixes, and roots. Studies indicate that explicit vocabulary instruction, when combined with meaningful practice and multiple exposures, significantly enhances word learning and long-term retention (Graves, 2006; Beck, McKeown, & Kucan, 2013). Moreover, a strong academic vocabulary base supports the development of higher-order cognitive skills by enabling learners to analyze concepts, make inferences, and articulate complex ideas using precise language (Schleppegrell, 2004).

Beyond academic performance, vocabulary instruction also contributes to increased learner confidence and classroom engagement. When students possess the linguistic resources necessary to communicate their thoughts, they are more likely to participate actively in discussions and collaborative tasks. This active participation fosters a supportive learning environment and promotes learner autonomy, which is particularly beneficial for ELLs who may otherwise feel reluctant to engage orally (Nation, 2013).

Effective vocabulary teaching should be embedded within meaningful contexts rather than limited to rote memorization. Instructional strategies such as contextualized word learning, repeated exposure to target vocabulary, and opportunities to use new words in speaking and writing tasks have been shown to be especially effective for ELLs (Hiebert & Kamil, 2005). Integrating vocabulary instruction into content-based and communicative activities allows learners to internalize word meanings and apply them flexibly across academic situations.

Krashen (1985) summarizes his five hypotheses on second language acquisition by emphasizing that learners acquire a new language only when they are exposed to comprehensible input and when their affective filters are sufficiently low to allow the input to be internalized. This perspective aligns in many ways with the Interactionist approach, which posits that language learning occurs through meaningful interaction with the surrounding environment rather than through rote memorization or imitation. From a pedagogical standpoint, Krashen's theory underscores the importance of creating a positive, language-rich classroom environment in which English Language Learners (ELLs) can take an active role in their own language development.

In addition to the monitor model, Krashen (2004b) introduced the concept of free voluntary reading, also referred to as recreational reading. Research has shown that reading comprehension and vocabulary development are mutually reinforcing processes: as students read more, they encounter and acquire new words, and as their vocabulary grows, their ability to understand texts improves (Lawrence, White, & Snow, 2011). Wright (2015) emphasizes that learners must acquire knowledge of thousands of words to comprehend authentic, complex texts and that it is impractical to teach every unfamiliar word directly. Extensive reading across diverse genres provides ELLs with a natural opportunity to acquire the majority of vocabulary incidentally, provided that the reading materials are appropriate to their English proficiency levels and individual reading abilities.

By examining the theories of both Chomsky and Krashen, teacher candidates can gain a deeper understanding of the role of incidental learning in vocabulary acquisition. Chomsky's concepts of the Language Acquisition Device (LAD) and Universal Grammar highlight the innate capacity of learners to absorb linguistic structures from the environment, while Krashen's monitor model emphasizes the conditions under which this acquisition is optimized. For classroom practice, these insights suggest that creating opportunities for incidental learning—through extensive reading, interactive tasks, and exposure to meaningful language—can yield significant gains in vocabulary and overall language proficiency with relatively minimal direct instruction.

Ultimately, teachers who integrate strategies that facilitate incidental learning allow ELLs to internalize vocabulary in context, enhance comprehension, and engage more actively in their own language development. By leveraging these naturalistic learning opportunities alongside structured instruction, educators can maximize learning outcomes and efficiently support the linguistic growth of their students.

In summary, systematic and purposeful instruction in academic vocabulary is indispensable for supporting ELLs' language development and academic achievement. By prioritizing vocabulary instruction, educators can reduce linguistic barriers, enhance comprehension, and equip learners with the tools necessary for success across the curriculum. This highlights the need for instructional approaches that position vocabulary development at the core of both language and content teaching.

Effective English language instruction for English Language Learners (ELLs) in academic settings requires careful attention to both language proficiency development and content learning. Communicative Language Teaching (CLT) provides a framework for creating interactive, learner-centered classrooms that promote fluency, communicative competence, and engagement through meaningful tasks, collaboration, and authentic language use. Vocabulary instruction, particularly academic vocabulary, is a critical component of this process, as it directly influences comprehension, participation in classroom activities, and academic achievement across content areas.

Theories of second language acquisition, such as Krashen's monitor model and the concept of free voluntary reading, highlight the importance of providing learners with comprehensible input, opportunities for incidental learning, and positive, low-anxiety learning environments. Similarly, Chomsky's Universal Grammar and Language Acquisition Device underline learners' innate capacity to acquire language through exposure and interaction. Integrating these theoretical insights into classroom practice suggests that educators can maximize student outcomes by combining explicit vocabulary instruction with opportunities for incidental learning, extensive reading, and interactive, communicative activities.

Ultimately, ELLs benefit most from a balanced approach that includes structured teaching of essential academic vocabulary, task-based communicative practices, and naturalistic language exposure. Such an approach not only enhances linguistic proficiency but also fosters cognitive, social, and academic skills, empowering students to achieve success across disciplines and fully participate in the academic community. By aligning instructional strategies with research-backed principles of language acquisition and vocabulary development, teachers can create dynamic, inclusive, and effective learning environments that meet the diverse needs of ELLs.

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