



**THE USE OF LEXICAL AND GRAMMATICAL MATERIALS IN ENGLISH  
LANGUAGE TEACHING**

**Fayzullayeva Dilnoza Khayrulla qizi**

*Master's student of Webster University*

*Faculty: MA TESOL Tashkent*

**Abstract.** *The effective teaching of English as a foreign language requires the systematic integration of lexical and grammatical materials. Vocabulary and grammar are the two fundamental components of language competence that enable learners to communicate accurately and fluently. Lexical materials provide learners with the necessary linguistic units for expressing ideas, while grammatical materials help them organize these units into meaningful and coherent utterances. This article examines the theoretical foundations of lexical and grammatical materials, their role in English language teaching, and methodological approaches to their effective use in the classroom. The study emphasizes the importance of integrating vocabulary and grammar instruction to develop learners' communicative competence and improve language proficiency.*

**Keywords:** *English language teaching, lexical materials, grammatical materials, vocabulary instruction, grammar instruction, communicative competence, language acquisition.*

**Introduction.** The growing significance of English as an international language has increased the demand for effective language teaching methodologies. Modern English language teaching focuses not only on developing learners' knowledge of vocabulary and grammar but also on enabling them to use language in real communicative situations. Among the various components of language instruction, lexical and grammatical materials occupy a central position because they constitute the foundation of linguistic competence.

Vocabulary provides learners with the means to express meanings, ideas, and concepts, whereas grammar serves as the system that organizes words into meaningful structures. Without adequate vocabulary, communication becomes impossible; without grammar, communication becomes inaccurate and ambiguous. Therefore, English language teaching requires a balanced and integrated approach to lexical and grammatical instruction.

The purpose of this article is to investigate the role of lexical and grammatical materials in English language teaching and to analyze effective methods for their presentation and practice in the classroom.

Lexical materials refer to the vocabulary items and lexical units used in language instruction. According to David Crystal, vocabulary constitutes one of the most essential aspects of language competence because words carry the meanings that speakers wish to convey. Lexical competence includes Knowledge of word meanings; Knowledge of





pronunciation and spelling; Understanding of collocations; Awareness of synonyms and antonyms; Ability to use words appropriately in different contexts.

Modern linguists emphasize that vocabulary learning should not be limited to memorizing isolated words. Learners need to understand how words function within sentences and discourse. Therefore, lexical materials should include:

1. Individual words;
2. Multi-word expressions;
3. Idioms and phraseological units;
4. Collocations;
5. Functional expressions.

The communicative approach views vocabulary as a practical tool for communication rather than merely a list of words to memorize. Consequently, lexical materials should be presented through meaningful contexts and authentic language use. Grammatical materials consist of the rules, structures, and patterns that govern language use. Grammar enables learners to construct meaningful sentences and convey precise messages. According to Michael Swan, grammar provides a framework that allows speakers to combine words systematically and effectively. Grammar instruction helps learners understand Sentence structure; Tense systems; Word order; Agreement and concord; Clause formation; Complex sentence construction. Grammatical competence contributes significantly to communicative competence because accurate grammar improves clarity and reduces misunderstanding.

In modern methodology, grammar is no longer taught solely through rule memorization. Instead, contemporary approaches emphasize: Contextualized grammar instruction; Inductive learning; Communicative grammar activities; Task-based grammar practice. Such approaches help learners acquire grammatical structures naturally while engaging in meaningful communication.

One of the most important principles of contemporary language teaching is the integration of vocabulary and grammar. Lexical and grammatical knowledge are interconnected and should not be taught separately. For example, when teaching the Present Perfect tense, students simultaneously learn:

Grammar: Structure: Subject + have/has + past participle.

Vocabulary: Common collocations; Time expressions; Frequently used verbs.

This integrated approach enables learners to understand not only how a structure is formed but also when and why it is used. Researchers have demonstrated that language acquisition becomes more effective when vocabulary and grammar are taught within communicative contexts. Learners are better able to retain language items when they encounter them repeatedly in meaningful situations.

Several methods are commonly used for teaching vocabulary:

Words are introduced through texts, dialogues, and real-life situations. This method helps learners understand meaning through context.





## TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



Pictures, diagrams, flashcards, and multimedia resources facilitate vocabulary acquisition and improve retention.

Students organize vocabulary into categories and conceptual networks, enhancing memory and understanding.

Role-plays, discussions, and problem-solving tasks encourage learners to use new vocabulary actively.

Language-learning applications and online platforms provide interactive opportunities for vocabulary practice. These methods contribute to the development of learners' lexical competence and communicative ability. Effective grammar instruction requires a variety of pedagogical techniques.

The teacher explains grammatical rules before students practice them through exercises. Students analyze examples and discover grammatical patterns independently. Grammar structures are practiced through meaningful communication rather than isolated drills. Learners complete authentic tasks that require the use of target grammatical structures. Teachers identify and address learners' grammatical errors to improve accuracy and understanding. These methods promote both grammatical accuracy and communicative fluency.

Teachers often face several difficulties in vocabulary and grammar instruction: Limited classroom time; Learners' varying proficiency levels; Lack of authentic materials; Overemphasis on memorization; Insufficient opportunities for language practice. To overcome these challenges, teachers should employ learner-centered methodologies and integrate language skills in classroom activities.

Communicative competence involves the ability to use language effectively in different social and cultural contexts. Lexical and grammatical materials contribute directly to this competence. Lexical competence allows learners to express meanings accurately, while grammatical competence enables them to construct coherent and appropriate utterances. Together, they support the development of: Listening skills; Speaking skills; Reading comprehension; Writing proficiency. As a result, learners become capable of participating successfully in real-life communication.

**Conclusion.** Lexical and grammatical materials constitute the core elements of English language teaching. Vocabulary provides the content of communication, while grammar supplies the structural framework necessary for conveying meaning accurately. Modern approaches to language teaching emphasize the integration of lexical and grammatical instruction within communicative contexts. Effective use of contextual learning, communicative activities, task-based instruction, and digital technologies can significantly enhance learners' language proficiency. Therefore, teachers should adopt balanced and interactive methodologies that promote both lexical and grammatical competence, ultimately leading to the development of communicative competence and successful language acquisition.





**References**

1. David Crystal. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press, 2003.
2. Michael Swan. Practical English Usage. Oxford: Oxford University Press, 2016.
3. Jeremy Harmer. The Practice of English Language Teaching. Harlow: Pearson Education, 2015.
4. Jack C. Richards. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2014.
5. Paul Nation. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2013.
6. Rod Ellis. The Study of Second Language Acquisition. Oxford: Oxford University Press, 2008.
7. H. Douglas Brown. Principles of Language Learning and Teaching. New York: Pearson Education, 2007.
8. Penny Ur. A Course in Language Teaching. Cambridge: Cambridge University Press, 2012.

