

Elena V. Kozhevnikova, 2026

Volume 2026, pp. 757-758

DOI- <https://doi.org/10.20319/icssh.2026.757758>

This paper can be cited as: Kozhevnikova, E.V. (2026). *From Exposure to Mastery: A Framework for Effective Vocabulary Teaching in the Language Classroom*. HuSoc Istanbul – Humanities & Social Sciences International Conference, 04-05 October 2026. *Proceedings of Social Science and Humanities Research Association (SSHRA)*, 2026, 757-758

FROM EXPOSURE TO MASTERY: A FRAMEWORK FOR EFFECTIVE VOCABULARY TEACHING IN THE LANGUAGE CLASSROOM

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Abstract

Vocabulary is an integral part of language learning. According to numerous research, vocabulary is a key to mastering a foreign language, making up the foundation for successful communication among people. Learning new vocabulary is a never-ending process, so it is never too much time or effort put into it. The happy medium in vocabulary teaching methods was proposed by N. Gez, the author of a wholistic approach to teaching vocabulary taking into account both qualitative and quantitative peculiarities of words studied. An approach to learning vocabulary in the process of functional vocabulary teaching was proposed by a Russian linguist V. Korostelev. S. Krashen also largely contributed to language acquisition in 1980-s by introducing then innovative natural approach, which also threw some new light on vocabulary acquisition and teaching. In this approach a big emphasis is placed on enriching the vocabulary of the learners since one can express practically all thoughts despite insufficient grammar competence. Besides, vocabulary should be processed naturally in the context which proved to be of great use to many language learners. M. Luis, the founder of the lexical approach emphasized the key role of vocabulary learning and firmly believed that mastering a foreign language is the main goal for all language learners. He aligned himself with Stephen Krashen`s view that vocabulary acquisition is facilitated by plentiful exposure to comprehensive input, he proposed a method of observing, hypothesizing

and experimenting with authentic texts, that promoted noticing and using lexical features, predominantly collocations and semi-fixed expressions. M. Swan also stuck to the theory that enriching the vocabulary is the main challenge all language learners face. S. Linddstromberg and F. Boers elaborated a basic model, with a three - stage programme for chunk learning, which included helping students notice these chunks, appreciate their importance, deliberately target selected sets of chunks.

Keywords:

Linguistic Exposure, Vocabulary Input, Vocabulary Acquisition, Learning Environment