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LEXICOGRAPHIC ANALYSIS OF TERMS RELATED TO LANGUAGE TEACHING METHODOLOGY IN ENGLISH LANGUAGE

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ARTICLE HISTORY: *Received:15.12.2024* *Revised: 16.12.2024* *Accepted:17.12.2024* **KEYWORDS:** *language teaching, methodology, lexicography, dictionary, approach, method, etymology, root, suffix.*	*This article is devoted to the lexicographic analysis of terms related to language teaching methodology in the English language. It presents etymological, morphological, and semantic analyses of widely used terms in the field, as well as the principles of their representation in dictionaries. The article also explores lexicography, its types, research objects, and provides theoretical perspectives on the development of the field of lexicography.*

INTRODUCTION. Before presenting the results of the lexicographical research, it is essential to define and examine key terms such as "lexicography," "dictionary," and "methodology." Understanding these foundational concepts provides the necessary context for the subsequent analysis.

Lexicography is the study and practice of compiling, writing, and editing dictionaries, while lexicology focuses on the analysis of words, their forms, meanings, and usage. These disciplines intersect but serve distinct purposes in linguistic studies.

According to Laura Payne in the Britannica Dictionary[19], lexicography can be classified into two main types: practical and theoretical.

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[19] Payne L. *Lexicography* // Encyclopaedia Britannica. URL: https://www.britannica.com/technology/lexicography (accessed [Insert Date]).

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Practical Lexicography: This branch primarily focuses on the creation, compilation, and editing of dictionaries. Practical lexicographers aim to produce dictionaries that cater to users by presenting information in a clear, modern, and easily comprehensible manner.

Theoretical Lexicography: Also referred to as metalexicography, this field involves analyzing and describing the semantic, syntagmatic, and paradigmatic relationships within a language's vocabulary. Theoretical lexicographers explore structural and semantic connections between words in existing dictionaries to enhance the organization and presentation of information in future editions. This research often concentrates on specific dictionary types or particular elements of dictionary construction.

A dictionary is a reference work that typically lists words in alphabetical order and provides their definitions. Beyond basic meanings, dictionaries often include additional linguistic information, such as pronunciation, grammar, etymology, syntactic peculiarities, variant spellings, synonyms and antonyms. Some dictionaries also feature quotations and examples to illustrate word usage, often accompanied by dates indicating the earliest recorded use of a term in specific contexts.

The term "dictionary" is derived from the Latin words *dictio* ("the act of speaking") and *dictionarius* ("a collection of words"). Although distinct from encyclopedias, which offer broader thematic knowledge, certain works—such as biographical dictionaries—use the term "dictionary" in their titles to indicate their structured nature.

Jack C. Richards and Willy A. Renandya[20], in their anthology *Methodology in Language Teaching*, compiled various perspectives from linguists on language teaching methodology. Key insights from their work are outlined below:

During the 20th century, the primary focus of language education was the search for universal and effective teaching methods. However, by the 21st century, the emphasis shifted toward a more comprehensive approach that considers the diversity of learning and teaching processes. Brown describes this transition from fixed "methods" to the dynamic concept of "pedagogy," which emphasizes interaction among the teacher, the student, and the materials.

Methods such as the audiolingual method were popular in the 1970s but gradually declined in prominence due to their rigidity and authoritarian nature. Over time, criticism

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[20] Richards J. C., Renandya W. A. (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002. – P. 9-10.

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emerged against the "methods syndrome," which described these prescriptive approaches as inadequate for addressing the individuality of teachers and learning contexts.

Modern approaches place a greater emphasis on curriculum development, beginning with needs analysis, material design, and evaluation. Brown highlights "pedagogy" as a flexible concept that underscores interaction as a critical component of learning. He also identifies 12 principles based on contemporary second language acquisition research.

Richards categorizes teaching approaches into three main types:

1. **Research-based approaches**: These are grounded in empirical studies on learning and memory, such as Task-Based Language Teaching.

2. **Theoretical-philosophical approaches:** Rooted in ideologies and values, these include methodologies such as Communicative Language Teaching.

3. **Artistic-practical approaches:** These emphasize teaching as a unique practice tailored to each instructor, where theories are tested and adapted in real-world contexts.

Thus, the history of teaching methods demonstrates a significant evolution from the pursuit of universal solutions to the development of individualized and adaptable strategies.

A lexicographic analysis of methodological terms offers a systematic approach to understanding their origins, morphological structure, and semantics. This process involves exploring the following components:

1. **Etymology:** Examines the origins, historical development, and evolution of terms. For example, the term "discipline" originates from the Latin *disciplina* ("teaching, order"), reflecting its roots in structured knowledge transfer.

2. **Morphological Structure:** Analyzes the composition of terms, including their prefixes, roots, and suffixes, to understand how these elements shape their meanings. For instance, "interpretation" combines the prefix *inter-* ("between"), the root *pret* (from *praetendere*, "to stretch out"), and the suffix *-ation* ("action"), indicating "the process of explaining between entities."

3. **Semantics**: Investigates how the meanings of terms evolve and vary across different disciplines. For example, the term "paradigm" originally meant "model" in Greek but now refers to a scientific framework or worldview.

By integrating these aspects, lexicographic analysis reveals the historical, linguistic, and contextual aspects of methodological terms, enhancing clarity and precision in their application.

According to linguistic researchers, there are more than 1000 terms related to language teaching methodology. Below are a few examples:

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- **Acquisition:** Derived from the Latin *acquisitio*, meaning "the act of obtaining" or "something obtained." This term emerged in the 14th century and has evolved in meaning over time.

- **Assessment:** First recorded in the 1530s, it initially referred to the evaluation of property for taxation purposes. By the 17th century, it gained a broader sense of "evaluation" and has been used in educational contexts since 1956.

- **Automaticity**: Documented in 1812, this term originally described self-moving objects. It later came to denote automatic actions performed by humans or mechanisms.

- **Autonomy:** Emerging in the 1620s with the meaning "independence" (initially applied to states), the term was later used to describe individuals (since 1803). In education, it refers to a process enabling learners to take control of their own learning.

Exploring the origins of terms in language teaching methodology provides valuable insights into their meanings and historical contexts. Many of these terms have roots in Latin, Greek, or English, reflecting their evolution and application in modern education. Understanding these aspects enriches the academic discourse and practical application of language teaching methodology.

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