**Teaching vocabulary to the students of Yessenov University**

How is vocabulary learned? The linguist, David Wilkins, stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Young learners usually use labeling when they first start to learn to speak then categorizing skills. Thornbury stated that young learners develop a network building in which they construct complex ideas. They realize that there are other words such as synonyms and antonyms and others during this process. There are several approaches and methods that could be used to teach English vocabulary to learners. Using real objects that learners could visualize later is a good way to learn vocabularies of the language. They need to listen to their teaching using the word and repeat it as well. Another method is the direct method where there is no translation and using the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method that includes games and a variety of activities will allow learners to learn vocabularies of the language very fast. In addition, teachers encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context. While some vocabulary learning occurs in school, it is not just a school-based phenomenon. Many children begin formal schooling “with rich vocabularies but no formal vocabulary instruction” (Brabham & Villaume), and while they are in school they may continue to learn vocabulary without much direct and explicit help from teachers (Carey).

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For the most part, vocabulary growth in school occurs informally and incidentally rather than formally and intentionally (Nagy, Perman, & Anderson). Students learn vocabulary best in classrooms in which teachers read to them and highlight important and interesting words. In these classrooms, students regularly read independently and in groups and they discuss their understandings in literature circles during and after reading.

Informal and incidental vocabulary learning is quite efficient and effective. Twenty-five to fifty percent of annual vocabulary growth can be attributed to incidental learning from meaningful context while reading. Leung found read-aloud seem to be a particularly powerful instructional strategy for supporting incidental vocabulary growth in the elementary grades. Stahl, Richek, and Vandevier explored indirect learning of vocabulary words with sixth graders and found that students were able to learn a significant number of vocabulary words from reading, discussing their reading, and listening to orally presented passages. Collectively, these findings indicate that vocabulary growth occurs when we “immerse students in words in a variety of ways and get them personally and actively involved in constructing word meanings”.

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in learning second language environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

Using demonstrations and showing pictures. Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

Charts, pictures and maps can be used to develop students’ understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a ‘fish’, words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska rightly says, ‘Learners remember better the material that has been presented by means of visual aids’. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

Teaching words in the context. Most people agree that vocabulary ought to be taught in context. Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl stated, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

Etymology. Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word’s birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students’ comprehension of new words.

By drawing pictures. It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

Using morphological analysis of words. Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most 382 commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes and word structure, we can teach thousands of English words.

Dictionary. It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply.

Synonyms. A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several symptoms, and phrasal verbs will usually have a non-phrasal verb equivalent. Use caution that you do imply 383 that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings. The same procedure can be used to elicit synonyms. The teacher needs to highlight the fact that “true” synonyms are relatively rare and the answers will often be “near” synonyms. The students could make crosswords, word snakes or other puzzles for each other using these synonyms. Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the learner.

Antonyms. The students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean etc. One group gave word ‘sharp’ and the other group gave opposite word for it as ‘blunt’. Marks were written on the board. They found it very interesting and memorized more words in order to win the contest. Thus, by play way method they can learn new words.

Word Map. Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. An example might be a key-concept word in the center of the page with rays connecting related words. For example, when asked to give words they thought of when they heard the word 385 “faithfulness”, low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

Idioms. Teaching idioms by topic can make easier for students to remember. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. An idiom is an expression that cannot be fully understood by the meanings of the individual words that are contained within it. The meaning of the whole idiom has little, often nothing, to do with the meanings of the words taken one by one. Point out to students that idioms are often used in writing or speech to make expression more colorful and that some of the most colorful English idioms make use of animals or animal comparisons.

Crossword puzzle. Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a “Word Puzzle,” which is also called a “Word Cross”, asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

In light of the described techniques at the previous part, they will not be useful if the students' interest in learning vocabulary is poor. For that reason, techniques in encouraging students' interest in learning English vocabulary need to be introduced by English teachers. To enhance it, they should provide something challenging and make the students eager to study. Kustaryo reveals there are some possible ways of learning activity so that the students' motivation may increase in learning English especially regarding to the meaning of words. They are:

a. Learning vocabulary through creativity. It means that the students can learn the English vocabulary by using the pictures.

b. Learning vocabulary through context clues. In essence, the students may find out the English vocabulary based on clues in the surrounding context.

c. Learning vocabulary through guessing. It may be speculated that the students may learn the meaning of word in context and it needs a special approach

d. Learning vocabulary though definition. It is useful in guiding the students to be able to define the meaning of words and to arrange word into the correct sentence.

e. Learning vocabulary through derivation. It means that the students must be able to derive words correctly. It comes only with practice or by studying the rules of how to form noun, adjective, adverb, etc. (diagram 1).

**Diagram 1. Ways of learning Vocabulary.**

From the provided ways above, it can be further understood that learning vocabulary through creativity is an effective way to make the students to be more creative since it provides the pictures as the media of teaching. The pictures provided, of course, should be really interesting and challenging. Hence, the pictures provided by the English teachers should attract the students to study pictures given and to make efforts find out their meaning. By this way, the students may gradually increase their vocabulary proficiency. Besides, some interesting pictures should be given some days before the oral work, and the students should be asked to prepare a talk regarding to the pictures. In this case they can choose any aspect of the pictures for their talk. If they encounter difficult word they can consult their dictionary. It is a good way to encourage the students to be more creative in learning English vocabulary.