**Vocabulary teaching techniques to Yessenov University students**

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Vocabulary is one of the most important aspects of the language to be taught at the University. Building vocabulary is a powerful way to enhance one’s life and career. Learning how to build a better vocabulary can be a pleasurable and profitable investment of both time and effort. At least fifteen minutes a day of concentrated study on a regular basis can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by writing, taking part in conversations, or making speeches. Acquiring a large vocabulary can benefit to the University study, at work, and socially. It will enable learners to understand others' ideas better and to have the satisfaction of getting the thoughts and ideas across more effectively.

Of course, students come already having learnt thousands of words, and will continue to learn more whether they work at it or not. The fact is that many of the words they know were probably learned simply by coming across them often enough in their reading, in conversation, and even while watching television. But increasing the pace of learning requires a consistent, dedicated approach.

We know much of children's vocabulary development happens with indirect exposure through conversation, listening to adults read to them, daily experiences, and from reading on their own. However, explicit vocabulary instruction leads to greater word learning, increased reading comprehension, and increased word usage in conversation and in print. The more often a child sees, hears, and works with the vocabulary words, the better he/she understands the words' meanings.

By saying “vocabulary presentation” we mean to prepare proper lesson stages in which students will be taught pre-selected vocabulary items. While choosing a set of words to teach, the following things should be taken into account:

* The level of the learners.
* The learners’ likely familiarity with the words.
* The number of new words (they shouldn’t overstretch the learners’ capacity to memorise them, so better to include 8 – 12 new words).
* The sequence of presentation (meaning first, then form, or form first, then meaning).
* The means of presentation (through translation, real things, pictures, actions/gestures, definitions, situations).

Vocabulary is an important part of the English language learning process. It is considered a very effective communicative tool because it has the highest level of importance for the verbal interaction of people.

However, the language itself is not only individual lexemes joined together; a set of grammatical rules must be followed to ensure that the speaker's intentions are correctly understood.

Therefore, vocabulary, along with the assimilation of grammatical rules, plays a significant role in teaching a foreign language.

**‘friendly’, ‘friendship’, ‘unfriendly’ or ‘friendless’.**

Teaching students the common prefixes and suffixes of the English language can help students to increase their vocabulary greatly by recognising these other derived words.



**How to present or illustrate the meaning of a word?**

An obvious way to present a set of specific objects is by demonstrating them. This can be carried out by using real objects, pictures or miming. Visual aids take many forms: flashcards, wall charts and board drawings. Pictures of items belonging to the following sets are found very helpful in the ESL classroom: food and drink, clothing, house and furniture, jobs, sports, nationalities and appearance.

Here are some activities to illustrate the meaning of the words by using flashcards. The teacher shows a card and elicits the word it represents. Periodically the teacher backtracks and changes the order of the cards (6-10 cards). Then he/she sticks the cards on the board and asks students to come up and write them.

Stick a collection of picture cards on the board and number them. Get your learners to ask you about the words they don’t know. For example: What’s number 3? Before giving the answer, check if someone else knows it. Make sure all words are introduced and explained. Then turn the cards around and ask: “What’s number 3?”, etc. Finally, write the words on the board alongside each picture so that students get familiar with the spelling.

Ask your students to work in pairs. Give them a selection of cards. Ask them to use dictionaries to find out the word for each picture. Then get your students to mingle and ‘to teach’ the rest of the class the words they have learnt.

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| Word list                   | Presentation methods |
| shore | ask students who understand word to explain it to other students |
| fishing rod | mime |
| bait  | point to the picture,explaine the word |
| devoted | tell the story which involves using the word, explain the word |
| accessible | explain the word |
| free-range | read the definition from the dictionary |
| recreation | tell a story, explain the word |

Every method is good and accessible. The teacher's experience is full of diferent methods how to pre-teach lexis. I would not recommend to use translation if they are students of elementary and higher level. But sometimes if they are beginners and they studied quite different language For example Turkish of Japanese, there is no way out as to translate. Only after giving him/her a chance to guess the word himself/herself.

**How to explain the meaning?**

Despite the practical usefulness of the Direct Method and the technique of illustration, it can be applied in limited cases. The words like perspective, trustworthy, meaningful, etc. can’t be explained through demonstration. Here there are different ways to use for clarifying the meaning of the words, such as:

* Providing an example situation.
* Giving several example sentences.
* Giving synonyms or antonyms.
* Giving a definition.

When you share new words with your students, demonstrate the meaning with a piece of clip art or photo that explains the context of the word. This is especially important with words the child will be encountering often and those that we want students to utilize in their speaking and writing.

The more students are able to discuss the words including synonyms and antonyms, usage of the word, and contexts, the better the student will understand it. Group discussion is especially important for struggling readers and ELL students. As you're discussing the words, poll your class to see how well they understand the words. You may have a few student "experts" who are able to convey meaning to students well too, so tapping into their leadership qualities can also improve motivation to learn. You might use a technique called Carousel Brainstorm to allow discussions. All you do is display the word at the top of chart paper and send groups of students around to each chart. They record as much as they know about the word in an allotted amount of time and then either the group moves or the paper moves for the next word. Groups read what previous groups have written and add to it each time. In this demo, you see different colored markers are used.

We all know teaching vocabulary to our learners is essential for their development of their English language skills. Teaching vocabulary  to our learners is not usually a big deal because we can incorporate various techniques to review and revise vocabulary. However, this is not so easy with low level students.

There are a few vocabulary learning techniques for low level students.

**Songs.** Young people love songs and the use of songs helps learners learn vocabulary without a need to read or write the words. Songs provide a vehicle for teachers to teach vocabulary through modelling and repetition. As with any vocabulary activity, repetition is key so make sure when using songs to teach vocabulary that you sing the songs regularly to promote learning and retention. Equally as good as songs are rhymes. There are many different English nursery rhymes that can be used in the EFL classroom to teach vocabulary items.

**Storytelling.** Children love a good story. Storytelling provides a way to introduce new vocabulary items to learners. Teachers can read the stories and explain the meanings of the words to the learners during the reading. Just like songs, stories need to be read more than once. Once the learners are familiar with the story, the teacher can prompt the learners to provide the vocabulary items during reading.

**Flashcards.** Flashcards enable the teacher to provide a visual representation of the words to be learnt with the written word. Plus they give an opportunity to play various games with flashcards which will both entertain and educate learners.

**Video.** Images are king in the classroom and it’s no different with learners no matter if they are B2 level or low level students. We’re not talking about watching an entire movie in every lesson, though! But using short video clips with subtitles can be a very engaging way to illustrate vocabulary to your learners. Songs and stories can also come alive with video.

**Physical actions.** Usually students learn well by using their bodies. Methods like Total Physical Response have been shown to be especially effective. You don’t need to restrict your vocabulary to action words, though. Incorporate actions into songs or stories to represent any form of vocabulary items.

So, some kind of the framework for teaching vocabulary might include:

practice

fill in activity

give synonyms and antonyms

define

guess the meaning

choose the correct word

multiple-choice exercise

matching the words

find the mistake

group and classify the words

form the words

paraphrase

As the Spanish say, "la repetición es la madre del éxito", or, in English: "repetition is the key to success" This is true. To remember anything, you must repeat, repeat, repeat. Teachers should set aside time each day to study vocabulary. It doesn't matter how he/she does it, but it's important to practice a little every day. This will create a good habit.

Teaching vocabulary is one of the key points in teaching a foreign language. Vocabulary is the first and foremost important step in language acquisition. Students need to be prepared with a wide and vivid vocabulary to compete in the world's marketplace.