

EFFECTIVE METHODS OF DEVELOPING VOCABULARY IN LANGUAGE LEARNING AND TEACHING PROCESS

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ABSTRACT

According to statistics there are about billions of people are utilizing English as a native and second language to communicate, however new learners are facing some problems learning, pronouncing and remembering new words. Especially using them in real life is very common problem. That's why modern educators are consigned this task. In that time, new modern techniques and methods are really helpful for vocabulary acquisition of learners. This paper purposes to introduce some methods and strategies to increase learners' vocabulary acquisition.

Keywords: Vocabulary, game, strategy, learner, teacher, STAR model

From the Middle Ages trainers have been expected very effective, interesting and instructional English lessons to learn the language. Year by year teachers discovered new methods and technologies that are really useful for teaching. However they faced a problem: how to develop vocabulary acquisition of learners. This task is also going on in 21st century. As it is said "Vocabulary acquisition is the largest and most important task facing the language learner." (Swan and Walter 1984). There are many theories about vocabulary learning process; it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace, 1988 the principles are:

- aim – what is to be taught, which words, how many. Words are taught according to purpose of learners, why they are learning for work for study or just travelling around the world.

- need – target vocabulary should respond students' real needs and interests. Everything is connected with the need of the person. Besides, their interests are important too, because learners can memorize words easily with long time memory if they find out the words with pleasure, with emotions and feelings.

- frequent exposure and repetition

- meaningful presentation – clear and unambiguous denotation or reference should be assured.



Additionally, It is required to focus on ways to help our students own the words we believe they need from each of our content areas. Research suggests educators focus on four practices that help bring words alive for their students (Blachowicz and Fisher, 2004):

- Develop word awareness and love of words through word play. Several of the strategies and activities, focus on this aspect of vocabulary development. Too often, in an attempt to cover as much content as possible, we forget to give our students the opportunity to play with words. We forget that while they play with words, students create meaning.

- Develop explicit, rich instruction to build vocabulary. Blachowicz and Fisher suggest the STAR model because it provides explicit vocabulary instruction. This model is featured.

- Build strategies for independence. Helping students learn to understand vocabulary by using context clues, word parts, and, yes, even dictionaries can lead to word ownership. However, teachers need to explicitly teach students how to use these tools to develop the skills needed to make use of context clues, word parts, and dictionaries.

- Engage students actively with a wide range of books. Exposing students to many forms of literature in a variety of ways—including reading aloud to and with them—helps students develop broad vocabularies.

Providing explicit and direct instruction is one sure way to help students increase their vocabularies. The STAR model of Select, Teach, Activate, and Revisit provide a framework for teachers as they plan vocabulary instruction.

SELECT

- Choose appropriate content words.
- Focus on words essential to understanding of the text.
- Draw a story or text map, using the map as the basis, select four to six words fundamental to retelling or summarizing the text.

- Look for other important words that students are likely to encounter in additional readings, even though these words may not be essential to this particular text.

TEACH

- Consider the processes you will use before, during, and after reading.
- Before assigning the reading, make sure you access prior knowledge and bring to the forefront concepts that will not be clearly explained in the text.



- Use definitional, contextual, and usage information when teaching vocabulary. For example, present the word in context, discuss possible meanings, ask for a definition (provide one if students are unable to provide an accurate definition), ask students to use the words in a personal way.

ACTIVATE

- This step focuses on the work you want students to do in order to gain understanding.

- Use writing assignments and other activities to make sure students repeatedly hear, read, write, and use the targeted words.

- Give students the opportunity to connect new words with other words they already know (word maps or synonym webs).

- Have students act out words or demonstrate meaning.

REVISIT

- Use additional activities to revisit important words. Possible activities include unit reviews, games, writing assignments, vocabulary journals, and word books.

After Reading Card Game

The After Reading Card Game is a fun and engaging way to review vocabulary words of a previously read text, chapter, unit, or topic. The fifteen minutes to prepare the deck of cards is time well spent as the students enjoy the game, and the cards can be used in any spare minutes left in a class. Steps for preparing the deck of cards:

1. Use 12 cards per deck to play the game in about five minutes.
2. Write a vocabulary term on one side of 10 of the cards.
3. On the other side of each card, write a definition that does not define the word on the front side. In other words, the word on one side does not match the definition on the other side but does define a vocabulary term on one of the other cards.
4. Write a vocabulary term on one side of the 11th card but leave the other side blank.
5. Place a definition on one side of the 12th card and place a star on the other side.

Steps for playing the game:

1. Randomly distribute the first 11 cards or have students volunteer to choose a card.
2. Keep the 12th card (definition and star) so a student can begin the game with it.
3. Read the definition on the card, and the



student with the word that fits that definition comes to the front of the room and reads his term.

4. Ask the student to turn the card over and read the definition on the reverse side. The student with the term that matches the definition then comes to the front of the room and reads the term.

5. Continue the process until all words and their definitions have been read.

By the way of conclusion, it should be emphasized that, Vocabulary is an important part of the English teaching process. Learning vocabulary in an English-language classroom is a major challenge for many students as it is an essential part of foreign language learning. Words convey meaning, and the expansion of vocabulary helps to eliminate misunderstandings in communication. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction especially in utilizing interesting and instructional methods. However, language itself is not only individual lexemes put together, nevertheless, teachers and students should work collaboratively.

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