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ОБУЧЕНИЕ ЛЕКСИКЕ

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TEACHING VOCABULARY

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In this article is spoken about different methods and ways of effective teaching vocabulary of the English language.

В этой статье говорится о различных методах и эффективных способах обучения лексике пополнения словарного запаса при изучении английского языка.

Words are the basic unit of language from. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If do not know how to expand their vocabulary, they gradually lose interest in learning. In an old methods of teaching, vocabulary was taught mainly through reading. Each course book had a of words with translations.

The aim of the article

Teachers must prepare extensively to master these words and students try to memorize this words unsure about which meanings should be remembered. The text seem to be the only means of providing new vocabulary. As a result learners forget words easily. This article suggests some ways of teaching vocabulary to help students understand what words mean.

- pictures or photos,
- drawings on the blackboard,
- mimes, gestures, acting it out,
- regalia,
- explanation,
- synonyms or antonyms,
- definition or hand out dictionaries,
- diagrams,
- using a story, situations, personal anecdote,
- give examples,
- provide a translation.

Here are five further recipes for some vocabulary activities that may be useful for revision a variety of words, perhaps from earlier lessons. In every case the rules are very adaptable and I encourage you to decide on whatever variations might work best with your class.

Back to the board

Divide the class into two teams. One team sends one member out front, and then sits racing the class, with her back to the board. Thus everyone expert this person can see what the teacher writes on the board (probably one recently studied or met) and her teams must define the word or give examples of its use without saying the actual word itself. As soon

as guesses the word the teacher writes another word up and so on until a time limit (perhaps two minutes) is reached at which point the teams over. Clever players use all manners of techniques to convey the word, rhyme, collocations, synonyms etc. A great game for revising and consolidating earlier vocabulary work.

Category list

The teacher does an example first she slowly reads out a list of ten items and the teams must guess what the title of the list is, what the connection between the items is. They start with ten points and lose one for every wrong guess. If they get it right they score a point for each remaining (unread) item. Once the example has been understood the teacher gives them to work in their teams and prepare their own similar lists –which they then challenge the other teams with. This game is usable with varying degrees of difficult from beginner to advance.

Low level example, sink, spoon, cooker, knife, frying pan, fridge, etc(kitchen words).

High level example, a Beatles CD, a wedding ring, file paper doughma.

Word thieves.

Choose a fairly long reading passage on a particular topic eg. Cars. Explain that the students must attempt to steal words from you. You will read the passage aloud once only and they must try to catch and write down every word they hear that fits the topic cars. Their aim is to catch the most vocabulary they can in this lexical area. Score and check it as you wish, it is probably useful to allow individuals to compare what they heard against other lists and to end up with them looking at the whole text.

Word seeds.

The teacher dictates a list of about 20 words which the students all write down. Their task then is to work in small groups and orally prepare a story that uses all the words, exactly in the form dictated (i.e. if see was dictated that is the word they must use not saw or seeing) and in exactly the order they originally came in. Finally each group tells its story, its fascinating to watch what very different results can grow from the same seeds. This could also be done as a writing task.

Word dominoes.

Prepare a set of cards or pieces of paper, each with a different picture on. After the first picture has been placed, the game is continued by the next player

putting another picture next to it and justifying the placing by explaining a connection of some sort that links the two words. This may be as tenuous or peculiar as you or the other students, wish to allow but the idea is certainly to encourage creative links. You may need to ban some links (like they have the same first letter) if they get overused. The game continues like dominoes until one team has used up all their pictures.

Contextual way of vocabulary teaching and learning.

Learners seldom ask such questions as “What does run mean?” They know it is difficult to explain the meaning of a word without knowing the context. For example, look what happens to run in different contexts:

- Do not run so fast.
- She has a run in her stocking.
- She there will be a run on the banks.
- He batted in a run when it counted.
- The car will run better now.

These sentences show that run may have different meaning. In fact, the word run appears not to change, only its surroundings change.

This function of context also applies to unfamiliar words. In expressing the idea of inferring meaning from context, Nuttall provides examples defining the word tock (a nonsense word).

She poured the water into a tock. Then lifting the tock, she drank. Unfortunately, as she was setting it down again, the tock slipped from her hand and broke. Only the handle remained in one piece.

In this example, we see how context can help explain the meaning of an unfamiliar word.

Many professional support the idea of inferring word meanings from context. Kruse suggested introducing vocabulary items in such a way as to allow the student to infer or guess the meanings from the context or illustrations. She believes that students should be encouraged to make intelligent guesses about word meanings. Clarke and Silberstein think students can often obtain a general understanding of an unfamiliar word if continue reading.

Guessing word meaning from the context is possible. However, the question is whether it is also possible subjectively for students to be prepared to recognize and utilize the function of the context. In answering this, Twaddell analyzes the possibilities as follows first, student know something about the content of the reading or listening materials from their knowledge of first language reading, secondly, they know the meaning of the words they learn refers to parts of reality.

Since a contextual way of learning and expanding vocabulary is possible, we need to know

how to train students in this skill. Nation gives a very good model on how to guess unknown words:

1. Look at the unknown word and decide its parts of speech. Is it a noun, a verb, an adjective, or an adverb?

2. Look at the clause or sentence containing the unknown words. If the unknown word is a noun, what does this noun do, or what is done to it? And what adjectives describe it?

What verb is it near? If it is a verb what nouns does it go with? Is it modified by an adverb? If it is an adverb, what verb is it modifying?

3. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by conjunction like but, because, if, when, or by adverbs like however, as a result. The possible types of relationship include cause and effect, contrast, time, exemplification, and summary.

4. Use the knowledge you have gained from steps 1 to 3 to guess the meaning of the word.

5. Check if your guess is correct.

(a) See that the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same then sth. Is wrong with your guess.

(b) Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.

(c) Break the unknown word into its prefix, root, and suffix, is possible. If the meaning of the prefix and root correspond to your guess it is good. If not, look at your guess again, but do not change anything if you feel reasonable certain about your guess.

According to Nation (1983:89), this process is a strategy that an efficient reader already uses.

Conclusion

Teaching vocabulary is a very important task in teaching English. By using successful techniques to learn new vocabulary, students will find words easier to remember and will become more motivated in class. Expanding a learner’s vocabulary by using context clues is a way to reduce the need for consulting dictionaries. The contextual approach may be a reinforcement tool for students to use in reading and listening.

Literature

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