

# TEACHING TECHNIQUES FOR PROMOTING VOCABULARY LEARNING

Vinnitsia National Technical University

## **Анотація**

*В статті розглядаються методичні прийоми навчання термінологічних одиниць науково-технічних текстів. Аналізуються напрями практичної діяльності на уроках іноземної мови з метою розвитку мовної і комунікативної компетенції студентів на основі вивченої лексики і граматичних структур.*

**Ключові слова:** *термінологія, навчальні засоби, схема, діяльність спрямована на вирішення проблем, лексична одиниця.*

## **Abstract**

*The article considers the methodological aspects of vocabulary teaching and learning in the language classroom. Practical techniques and activities for developing linguistic and communicative competence with focus on vocabulary and grammar are suggested.*

**Key words:** *terminology teaching, visual aids, pictorial schemata, matching activity, problem-solving, lexical unit.*

## **Introduction**

Vocabulary learning and teaching occupy a prominent role in various language teaching methods and approaches. The current challenge for researchers and teachers is to find a way to integrate vocabulary learning and practice with a communicative approach to teaching. Being proficient in a language implies knowing the terminological units and how to convey an appropriate message according to the situation and to arrange language to convey a message.

## **Basics**

Increasing students' facility in communicating has had the effect of elevating the importance of vocabulary learning in recent years. The leading language teaching methodologies provided research-based activities of vocabulary teaching and learning with application to integrated study skills.

The task of the foreign language teacher is to develop teaching techniques to promote competence in terminology learning. Taking into consideration the necessity to enrich the students' vocabulary especially in scientific and technical terminology while supporting and grammar skills acquired in studying English for Specific Purposes there are suggested three stages of vocabulary teaching in the language classroom:

1. Conveying meaning. The items are presented to the students
2. Checking for comprehension. Exercises test how far the students have grasped the meaning of the items
3. Consolidation. Students deepen their understanding of the items through use and creative problem-solving activities.

There are many ways to present a new lexical item to learners so that they can grasp its meaning. A common way for a teacher to elucidate the meaning of a target word is to relate it to another word that the students already know. The two most common types of word relation are synonymy (a word similar in meaning) and antonymy (a word opposite in meaning). Another useful word relation is that of the lexical set. Explaining the relations that exist between words can be greatly enhanced by the use of some form of visual display or diagram. A challenging way to present a new item is by using the word in a sentence in such a way that it may be possible for the students to guess the meaning of the item. This technique can be used with sentences that the students can read having time to process them. A traditional and effective way of checking students vocabulary comprehension is to have them fill in the blanks in a passage with

an appropriate word . It encourages students to consider the context of the sentence to work out the probable missing word. At the same time, students are being exposed to the typical linguistic environment for an item . They perceive other word that can co-occur with the target word and the grammatical context in which the item can occur.

The most common type of fill-in-the-blank exercise is the forced-choice exercise, where the students is given the words to fit into the passage or sentences and has to find the appropriate gaps for each . Most exercise types , in fact , involve some sort of matching . the matching-pair exercise is the easiest to set up for checking vocabulary comprehension . In one place are listed the target words ; in the other can be a set of synonyms , antonyms , definitions . In sorting exercise type , the teacher gives the students a large group of words and asks them to sort the words into different categories according to different characteristics . Problem solving mast perforce remain a rather vague category , for the type of activity that the teacher designs will be determined by the lexical item that are in the set . There are numerous types of problem-solving activities that involve the pooling of students ideas in order to complete the task and design activities that repeatedly require the students to use the items when they are trying to solve the problem . Many values-clarification exercises make excellent vocabulary-consolidation exercises. Some sets of items lend themselves to discussion work. Students are given a set of question and asked to share their opinions, their experience, or their knowledge. The questions may contain the target words or be designed to elicit them in discussion.

The most promising teaching techniques for promoting vocabulary learning are using reading programs of scientific and technical literature as a means of exposing learners to large amounts of vocabulary in context and vocabulary study, showing lexical items within their semantic fields, using pictorial schemata and creative problem-solving exercises.

### **Conclusion**

Foreign language teachers and researchers realize that vocabulary is an important area worthy of effort and investigation to learn how the second language learners lexicon is organized and what the most effective means are to enlarge terminological vocabulary of students. A vocabulary lesson gives students the opportunity to practice the target terminology item through specific communicative tasks and activities. It is worth considering students' proficiency level and their experience with grammar structures. The learners therefore should be provided with up-to-date and accessible resources to help them use the language they are learning.

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***Rudnytska Tetiana Hryhorivna*** – an Assistant Professor of Foreign Languages Department, Vinnytsia National Technical University, e-mail: [rudnytska@vntu.edu.ua](mailto:rudnytska@vntu.edu.ua)