

Effective Strategies for Teaching Vocabulary for Intermediate Level Students

The article is about the Effective Strategies for Teaching Vocabulary for Intermediate Level Students. Vocabulary supports the four language skills, listening, speaking, reading, and writing in teaching.

Keywords: vocabulary, teaching, methods, context, level

В статье рассматриваются эффективные стратегии преподавания иностранного языка, направленные на расширение словарного запаса студентов среднего уровня обучения. Анализируются все четыре вида речевой деятельности: аудирование, говорение, чтение и письмо.

Ключевые слова: лексика, обучение, методы, контекст, уровень

In the ESL context, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between ESL students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning. Therefore, it follows that ESL vocabulary teaching and learning are often emphasized. In a similar fashion, if ESL teachers are attuned to effective strategies for teaching vocabulary, they could facilitate students' proficiency in the four skills. Moreover, empirical research often focuses on a limited number of specific strategies, whereas classroom practice is more complex and uses a variety of strategies. The present study highlights the importance of bridging the gap between research and practice. I begin by reviewing a broad range of relevant literature that addresses various aspects of second-language (L2) vocabulary teaching and learning: for example, intentional and incidental vocabulary learning, vocabulary retention, and vocabulary learning through diverse activities or tasks. In order to provide a model for ESL teachers to apply theories and insights provided by others in their own classrooms, I then apply some vocabulary teaching strategies drawn from research findings to an authentic Web reading text in which certain vocabulary items are assumed to be difficult for ESL students to comprehend. Earlier Research on Teaching and Learning L2 Vocabulary Read (2004) noted that in studies on L2 vocabulary learning, a distinction had long been made between incidental and intentional learning, with the main focus on the former, especially exploring the extent to which students can learn vocabulary items incidentally while engaging in other language-learning activities.

Furthermore, to augment incidental vocabulary-learning in the ESL classroom, it would be effective for teachers to provide students with target vocabulary items through tasks, as well as to ask them to read only the texts that include the target words. For example, students can read and retell a text generatively, that is, in their own words. Also, in order to learn unknown words while reading a text, students can access a dictionary with various look-up options such as pictorial and verbal cues. With regard to vocabulary retention, Hulstijn demonstrated that target vocabulary items were retained significantly longer when their meanings were correctly inferred than when explained by their synonyms [1]. Joe argued that the retention of unfamiliar words was significantly facilitated when students engaged in a text-based task that demanded a higher level of generativity. Similarly, Hulstijn and Laufer (2001) demonstrated that EFL students who participated in a composition task could retain target words better than those engaged in a reading comprehension or fill-in task, which suggests that students who were involved in higher levels of vocabulary production-processing remembered target words better than those who were not [2]. Plass, Chun, Mayer, and Leutner (1998) stated that students remembered unknown words better when provided with both pictorial and written annotations than when provided with only one kind or no annotation. Considerable research has recently been conducted into the effectiveness of vocabulary teaching and learning through various activities or tasks [3]. Lee and Muncie (2006) showed that a post-reading composition task helped ESL students improve the productive use of higher-level target vocabulary. Newton (1995) pointed out that students made more vocabulary gains when engaging in communicative tasks that demanded interactions than when negotiating word meanings explicitly [2].

Wesche and Paribakht (2000) demonstrated that students learned vocabulary more effectively when they engaged in text-based vocabulary exercises in addition to reading a text than when they read multiple texts without exercises, because in the latter case, they could learn not only target words, but also their lexical features. Further, Folse (2006) suggested that how frequently students retrieved unfamiliar words influenced their retention more than how deeply they were involved in processing them, which demonstrates that students could improve their retention of new target words more while engaging in multiple fill-in-the-blank exercises than while writing one original sentence with each target word. Finally, Nassaji (2003) suggested that ESL students might grope ineffectively for lexical inferences about word meanings from context, so that teachers should provide them with a chance to identify and define exact meanings for unknown words [1]. Applying Vocabulary-Teaching Strategies to an Authentic Text Although a considerable number of studies on L2 vocabulary teaching and learning are available, lacking are examples of how teachers can apply the various research findings of scholars to their own teaching materials. In or-

der not only to bridge the gap between theory and practice, but also to provide a springboard for ESL teachers' design of vocabulary teaching materials.

You can save water if you use some helpful tips at home and school. First, you should not leave the water running while brushing your teeth or washing the dishes. Second, it is recommended that you use an egg timer to take shorter showers. Third, ask your parents to fix a dripping _____. Fourth, rather than running tap water whenever needed, you can keep it in the _____ using a _____. Fifth, use a broom instead of a garden hose to clean sidewalks and driveways. Sixth, in order to avoid evaporation and retain water longer around trees and plants, you can use a _____ of _____. Finally, use rechargeable alkaline batteries instead of old ones to avoid mercury pollution caused by old batteries.

Post-Reading Composition Task Based on research findings (Hulstijn & Laufer, 2001; Lee & Muncie, 2006) that underscore the significant effects of students' productive use of unknown words and their involvement in high vocabulary production processing, a composition task can be designed as follows [1].

Composition task Instructions: Write a letter to some of your friends in order to give them some tips on how to save water, based on what you have learned from the text. In your letter, you **MUST** use the **FIVE** target words. 1). You may decide yourself in which order you will use them. Regarding each word, its explanation and examples of usage are provided.

Reading and Retelling Task As Joe (1995, 1998) demonstrated, retelling what we have read greatly improves vocabulary gains for unfamiliar words because it demands a higher level of generation. Such a task can be designed for the given text as follows. Retelling a text Instructions: Retell what you have read in the text to other students [2]. You **MUST** use the five underlined words. Composition and retelling tasks may be more appropriate for advanced students at a high level of English proficiency level than for those at other levels, because they presuppose a high level of speaking ability.

Because vocabulary gains for unknown words can be augmented more effectively when a reading text is accompanied by text-based vocabulary exercises than without them (Wesche & Paribakht, 2000), teachers need to consider possible ways of developing exercises that students can carry out with new words to realize varied lexical features. Similarly, a matching exercise and a crossword puzzle can be designed with the target words as follows [1]. Matching exercise Instructions: Match each vocabulary item on the left with its corresponding meaning on the right. pitcher an informal expression for a refrigerator layer something that is placed on or between other things mulch a container used for holding and pouring liquids, with a handle and a spout faucet the thing that you turn on and off to control the flow of water from a pipe fridge decaying leaves that you put on the soil to improve its quality and to protect the roots of plants.

This part of our article presents various materials for ESL vocabulary-teaching that apply to an authentic text strategies drawn from research findings so that teachers can be encouraged to put theories or insights into practice similarly. One limitation of this advice lies in contradictions among research findings, for example, conflicting perspectives on the role of L1 equivalents in L2 vocabulary-learning. Moreover, the various vocabulary-teaching strategies developed in this study need to be variably applied to ESL students according to their proficiency levels. That is, whereas pictures and L1 equivalents and controlled fill-in tasks are more appropriate at the beginning and intermediate levels, less controlled tasks such as compositions and retellings may be more suitable for the intermediate level.

References

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The Definition of Vocabulary and Behaviorist Learning Theory

The article is about the Definition of Vocabulary and Behaviorist Learning Theory. Vocabulary is knowledge of words, including explanations of word meanings. A word is described as a sound or a combination of sounds.

Keywords: vocabulary, theory, definition, grammar, meaning

Статья посвящена методическим вопросам лингвообразования, в частности рассмотрению подходов к расширению словарного запаса учащихся в контексте поведенческой теории обучения.

Ключевые слова: лексика, теория, определение, грамматика, значение

Vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency.