Methods of teaching vocabulary in higher institution

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Abstract. The thesis deals with the based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.

Keywords: method, vocabulary, institution, teaching, creativity.

INTRODUCTION

The variety of methods (of teaching vocabulary) leads to increased vocabulary learning.

Different methods for teaching vocabulary:

- Explicit instruction (definitions instruction including pre-teaching and analysis of root words)
- Implicit instruction (exposure to words during reading)
- Multimedia methods (pictures, hypertext)

Brainstorm Method

Brainstorming encourages creativity and generates many ideas quickly. It can be used for solving a specific problem, answering a question, introducing a new subject, raising interest, and surveying knowledge and attitudes.

Most brainstorming sessions follow this procedure:

1. *Introduce a question, problem, or topic both orally and in writing on chart paper;*
2. *Invite participants to respond with as many ideas or suggestions as possible, ideally in single words or short phrases. Encourage everyone to participate but do not proceed in any set order;*
3. *Explain that until the brainstorm is complete, no one may repeat or comment on any response;*
4. *Record every response on chart paper. Often, the most creative or outrageous suggestions are the most useful and interesting;*
5. *Afterward, prioritize, analyze, or use the list to generate discussion or problem solving.*

The Audiolingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the

mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

K-W-L method

K-W-L method (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the K-W-L chart.

The K-W-L strategy serves several purposes: Elicits students' prior knowledge of the topic of the text. Sets a purpose for reading. Helps students to monitor their comprehension.

How to use it:

- Choose a text. This strategy works best with expository texts.
- Create a K-W-L chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information. (Below there are some examples of different K-W-L charts.

Total Physical Response Asher, J.C. (1979). Learning Another Language Through Actions. San Jose, California: AccuPrint. James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

Used literature:

1. Allen, V. (1983) Techniques in teaching vocabulary. OUP.
2. Gairns, R. Redman, S.(1986) Working with words. CUP.
3. Hill, J. (1999) 'Collocational competence' English Teaching Professional, 11, pp. 3-6.