

0111 განათლების მეცნიერება EDUCATION SCIENCE

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**SOME OF THE METHODS AND PRINCIPLES OF TEACHING AND LEARNING
VOCABULARY**

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught in school or university. The problem is what words and idioms pupils should retain. Vocabulary is the first and foremost important step in language acquisition. In a classroom the foreign language learning can be made interesting and efficient, interactive and interesting with the introduction of appropriate vocabulary exercises. Learning English vocabulary can be rather difficult. It is not made any easier by the fact that many words have several possible meanings. There are also many homonyms, which are words that sound the same but are spelled differently and have different meanings. All of this complication makes the English language one of the most difficult languages to learn, and trying to learn English vocabulary is just one part of that.

There are different methods for teaching vocabulary which help you teach and learn English vocabulary much more easily.

Explicit instruction (definitions instruction including pre-teaching and analysis of root words)

Implicit instruction (exposure to words during reading)

Multimedia methods (pictures, hypertext)

Program methods based on investigating of different scientists (Direct, Audio-lingual, etc.)

Direct method

The direct method of teaching foreign languages, sometimes called the natural method, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900. Characteristic features of the direct method are:

teaching vocabulary through pantomiming, real-life objects and other visual materials;

teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language);

centrality of spoken language (including a native-like pronunciation);

focus on question-answer patterns;

teacher-centering;

Principles of the Direct method

Classroom instructions are conducted exclusively in the target language.

Only everyday vocabulary and sentences are taught.

Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

Grammar is taught inductively.

New teaching points are introduced orally.

Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

Both speech and listening comprehensions are taught.

Correct pronunciation and grammar are emphasized.

Student should be speaking at least 80% of the time during the lesson.

Students are taught from inception to ask questions as well as answer them.

The aim of direct method is to think in the target language to develop a good communication skill.

The teaching techniques rely mostly on

Reading Aloud: Students take turns reading sections of a passage, play or dialog loud. At the end of each students turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

Question and Answer Exercise: This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

Getting Students To Self-Correct: The teacher the class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before error. The student knows that the next word was wrong.

Conversation Practice: The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

Fill-in-the-blank Exercise: This technique is already been discussed in the grammar translation method, but differs in its application in the Direct Method. All the items are in the target language; furthermore no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

Dictation: The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed and students checked their work.

Map Drawing: An Example: The students are given a map with the geographical features unnamed. Then the teacher gives the students directions such as the following, “Find the mountain range. Write the words “Toros Mountains” across the mountain range”. The teacher gives instructions for all the geographical features of Turkey so that students will have a completely labeled map if they follow the teacher’s instructions correctly. The students then instructs the teacher to do the same thing with a map he has drawn on the blackboard. Each student can have a turn giving the teacher instructions for finding and labeling one geographical sentence.

Paragraph Writing: On an example topic about geography the teacher may ask the students to write a paragraph in their own words on the major geographical features of Turkey. They can do this from memory, or they can use the reading passage in the lesson as a model.

Clearly the Direct Method is a shift away from the Grammar Translation Method. One of its positive points is that it promises to teach the language and Not about the language. More advantages can be listed as follows:

It is a natural method which teaches language the same way the mother tongue is acquired. Only the target language is used and the learning is contextualized.

Its emphasis on speech made it more attractive for those who have needs of real communication in the target language.

It was one of the first methods to introduce the teaching of vocabulary through realia.

Audio-lingual method

This method of Language Learning is also called the Aural-Oral Method. This method is said to result in rapid acquisition of speaking and listening skills. The audio-lingual method drills students in the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement.

The Audio-lingual Method is based on the following principles:

Speaking and listening competence preceded reading and writing competence.

The development of language skills is a matter of habit formulation.

Students practice particular patterns of language through structured dialogue and drill until response is automatic.

Structured patterns in language are taught using repetitive drills.

The emphasis is on having students produce error free utterances.

This method of language learning supports kinesthetic learning styles.

Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.

The printed word must be kept away from the second language learner as long as possible.

Types of activities using Audio-lingual method:

1. Dialogue Memorization: Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialog. Examples of dialogues that could be used are included in the materials section.

Objective: Experiment with language and non-verbal elements (eg. gesture) to achieve an effect for a particular purpose and audience.

2. Backward Build Up: Provide students with the sentence fragments found in the materials section. Students repeat each part of the sentence starting at the end of the sentence and expanding backwards through the sentence adding each part in sequence.

Objective: Participate in a variety of shared language experiences.

3. Transformation Drill: The teacher provides a question which must be transformed into a statement. An extension of this activity is to have the students make a question out of a statement.

Objective: Select from a range of word choices and use simple sentence patterns to communicate ideas and information.

4. Complete the Dialogue: Have the students fill in the blanks in the dialogs provided. The proper English word must be inserted into the text. This activity is much like a cloze activity.

Objective: Make connections between text, prior knowledge, and personal experiences.

5. Dictation: Using any piece of literature at the students' reading level, read the piece aloud several times. Have the students write down what they hear. The idea is to write what they have heard as literally as possible.

Objective: Listen purposefully to determine main ideas and important details.

6. Flashcards: Using flashcards with words that are relevant to them brainstorm other words about the word on the card. A new word could be chosen each day.

Objective: Make connections between text, prior knowledge, and personal experiences.

7. Chain Drill: A chain of conversation forms around the room as the teacher greets or questions a student and that student responds then turns to the next student and greets or asks a question of the second student and the chain continues.

Objective: Participate in shared language experiences.

8. The Alphabet Game: The teacher picks a category, such as the supermarket. Then the first student says, "I am going to the supermarket. I need a few apples." (The first student names something beginning with A.) The second student says, "I am going to the supermarket. I need a few apples and I need a few bananas." The game continues in this manner with each consecutive student adding an item beginning with the next letter after repeating the items named before their own.

Objectives: Participate in shared listening experiences. Share ideas and experiences in large and small groups.

Conclusion

Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples verbal interaction. However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention. Therefore, vocabulary together with grammar rules acquisition plays significant role in foreign language teaching. The purpose of research paper is to find out the appropriate principles and methods for teaching vocabulary. The first part is devoted to the theory of vocabulary teaching and present techniques in the classroom. Practical part was realized in the classroom using different approach for each. The main goal is to assess the relationship between teaching approach and students' final knowledge, focusing on vocabulary load.

References

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Summary

This work shows how teacher could help children to develop their knowledge of vocabulary through the experiencing some principles for teaching vocabulary. The most effective way for learning and studying foreign language is systematical practice of using vocabulary in speech. The motivation of students also plays the key role in process of learning and using of different unusual ways of teaching helps to increase the motivation for children. It is noticed that encouraging the student and the correct treatment of errors help students to participate actively and break barriers in speaking. However, the lack of time makes it difficult to put into practice all these principles toward the all students.

თამუნა ხეთაგური, მზია ზანგალაძე
ლექსიკის სწავლებისა და სწავლის ზოგიერთი მეთოდები და პრინციპები

რეზიუმე

ნაშრომი გვიჩვენებს, თუ როგორ შეუძლია მასწავლებელს დაეხმაროს ბავშვებს ლექსიკის ცოდნის განვითარებაში ლექსიკის სწავლების ზოგიერთი პრინციპის გამოყენების მეშვეობით. უცხო ენის შესწავლის ყველაზე ეფექტური გზა არის ლექსიკის მეტყველებაში გაპრაქტიკება. სწავლის პროცესში გადამწყვეტ როლს თამაშობს მოსწავლეთა მოტივაცია და სწავლების სხვადასხვა უჩვეულო ხერხების გამოყენება, რაც ხელს უწყობს მოსწავლეთა მოტივაციის ამაღლებას. აღინიშნება ისიც, რომ მოსწავლის წახალისება და შეცდომების გათვალისწინება ეხმარება მოსწავლეებს აქტიურად მიიღონ მონაწილეობა საუბრისას, რაც დაეხმარება ენის ბარიერის გადალახვაში. თუმცა დროის ნაკლებობა ართულებს ყველა ამ პრინციპის პრაქტიკაში გამოყენებას ყველა სტუდენტის მიმართ.