

KEY STRATEGIES IN TEACHING VOCABULARY

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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. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom.

Students learn vocabulary directly and indirectly. A student's vocabulary portfolio increases from the age of speaking through the ages of structured learning in a classroom environment. Having active vocabulary lists can increase a student's ability to read and comprehend their world in books, activities, communication and listening. As a student's vocabulary increases so does his/her ability to read and comprehend learning materials, textbooks, and interpretation of the world around him/her.

Special attention has been drawn to the problem of the vocabulary introduction and to the effective methodologies of teaching vocabulary in the English language.

We have thoroughly investigated the key strategies of teaching vocabulary and suggested the most efficient ways of determining the vocabulary comprehension and remembering.

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

We have concluded, teaching students vocabulary skills can encompass strategies that use the different types of vocabulary instruction in creating word context,

content, meaning and application that will prove beneficial and powerful as the student grows to understand the importance and application of words.

Having a large vocabulary and understanding a huge selection of words makes communication a lot easier to navigate. Through using the four main skills of speaking, reading, writing and listening, vocabulary expands and strengthens. Teaching vocabulary takes times and patience.

Vocabulary exercises are activities that help students learn new English vocabulary words well enough to:

- Recognize them when they see or hear them.

- Recall them.

- Apply them on demand.

We should stress, achieving these three objectives does not assure that students will use this new vocabulary without prompting in writing and speaking. However, these objectives must be met before you can proceed to the higher level learning tasks required if students are to use newly-acquired vocabulary words without prompting in their writing and speech.

Students having learned vocabulary are able to:

- a) Connect the new word to something they know already.

- b) See how the new word is used and defined in multiple contexts. The more of these you can draw from students' class materials, the better.

- c) Identify the new word's structural elements such as its roots, prefix, and suffix.

We can see that teaching vocabulary is a vitally important part of the foreign language learning. Efficient methodologies and creative approaches can make the teaching process more interesting and efficient. Such approaches will simplify the work both of teachers and students.

The strong and established relationship between students' vocabulary knowledge and their ability to successfully comprehend what they read places a heavy demand on classroom teachers, curriculum planners, program developers, organizers of staff development plans, reading researchers, and on parent outreach

programs. The demand is that significant attention be given to the development of students' vocabulary knowledge. Much is known from research about how young children acquire words and how they learn to use them in spoken language.

Much is also known about the differences in the amount of vocabulary knowledge that young children bring to school, and the negative impact of what one researcher calls "word poverty" on the acquisition and maintenance of reading competence. It is clear that rich oral language environments must be created in preschool and kindergarten classrooms to promote the development of school - and book-related vocabulary.

As students progress through the grades, the development of their vocabulary knowledge must remain a priority.

Thus, we know a lot about vocabulary knowledge, its acquisition, and its importance across the school years. The challenge is to put what we know to work in the classrooms of schools.

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