VOCABULARY TEACHING STRATEGIES

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Annotation: Language learners who make use of selective attention strategies decide to pay heed to specific parts of the language input or the situation that will help learning. Further, rehearsal and encoding strategies are types of memory strategies. Making a word list and repetition is useful way for memory strategies. Activation strategies refer to the strategies through which learners practically use newly-learned words in different language contexts. To illustrate, learners may put words into sentences for better remembering

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According to Natalie vocabulary learning strategies are subdivided into cognitive, met cognitive, memory and activation strategies[1]. She further contended that these strategies are classified into various sub strategies based upon which cognitive strategies include competent use of dictionaries, guessing and note-taking strategies. Learners who are able to use guessing strategies bring their background knowledge into play and utilize linguistic cues to guess the meaning of a word. Likewise, they claimed that selective attention and self-initiation strategies are metacognitive strategies.

For instance, language learners who make use of selective attention strategies decide to pay heed to specific parts of the language input or the situation that will help learning. Further, rehearsal and encoding strategies are types of memory strategies. Making a word list and repetition are memory strategies. Activation strategies refer to the strategies through which learners practically use newly-learned words in different language contexts. To illustrate, learners may put words into sentences for better remembering. Gordon differentiates strategies contributing directly to language learning from those conducing indirectly to learning. Generally speaking, according to Gordon, there are three types of strategies applied by learners that contribute directly or indirectly to language learning as the following: (A) Learning Strategies, (B) Communication Strategies, and (C) Social Strategies[2].

A) Learning strategies, including cognitive learning strategies and metacognitive strategies, directly contribute to the learners' language development. Cognitive learning strategies refer to the steps or actions taken by the learners to deal with the learning materials. Cognitive learning strategies contributing directly to language

learning is classified as the following:

(a) clarification / Verification

(b) Guessing / Inductive inference

(c) Deductive Reasoning

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[1] Hess, Natalie. 2001. *Teaching Large Multilevel Classes*. Cambridge: Cambridge University Press.

[2] Lewis, Gordon. *The Internet and Young Learners*. Oxford University Press, 2004.

(d) Practice

(e) Memorization

(f) Monitoring. Met cognitive learning strategies are used by the learners to manage, regulate or self-direct language learning. Metacognitive learning strategies encompass such processes as planning, prioritizing, setting goals, and self-management.

B) Communication strategies are not directly conducive to language learning insofar as these strategies are used to focus upon the ways as to participate in a conversation or to communicate a message and elucidate the intended meaning of the speaker. To put it more plainly, communication strategies are utilized by the speakers to overcome their communication problems when interacting with others.

C) Social Strategies. By means of social strategies learners participate in activities by which they take the opportunities to expose themselves to and practice their language knowledge. These strategies provide exposure to the target language, but they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

The main intent of language learning strategies is to evolve communicative competence. In the words of Oxford, language learning strategies are categorized into two broad groups, namely direct and indirect strategies. Direct strategies, as she puts it, are those strategies which are directly conducive to language development. Cognitive, memory and compensation strategies are regarded as direct strategies. Cognitive strategies, as an example, can be used by the learners to make sense of their learning, memory strategies to store information, and compensation strategies can be applied to help learners to overcome their communication problems. Indirect strategies, nonetheless, can conduce to and manage language learning without necessarily involving language learning directly. Indirect strategies include met cognitive strategies, to control and direct learning, affective strategies, to handle emotional issues in language learning contexts, and social strategies, to enhance interaction with the target language. Kojic-Sabo and Lightbown classified learners into different groups with regard to the vocabulary learning strategy. Learner independence and time were determining factors in the vocabulary learning profiles of the two most successful groups. The results revealed that the foreign language learners were more likely to utilize a review strategy than the second language learners. They also suggested that "time and learner independence were the two measures mostly related to success in vocabulary learning and higher overall English proficiency". [3]

Writers such as Moulton, Twaddle, Schoutenvan Parreren, Sternberghave placed considerable emphasis on the value of reading and the importance of context in the learning of word meanings[4]. However, in discussions of vocabulary learning and the value of context, it is not always clear how the discussants conceptualized the influence of the context surrounding the unknown word. This lack of clarity arises because writers do not always clearly draw the distinction between comprehension of word meaning in context and the acquisition of word meaning from context.

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[3] *Kojic-Sabo, I., &Lightbown, P. M., 1999.Students' approaches to vocabulary learning and their relationship tosuccess.The Modern Language Journal, 83(2), 176–192.*

[4] *Language Learning **46:1**, March **1996, pp. 101–135** The Vocabulary-Learning Strategies of Foreign-Language Students Michael J. Lawson and Donald Hogben*

There are numerous techniques concerning vocabulary presentation. Stempleski and Barry. suggest the following options for vocabulary presentation[5].

1. visual techniques
2. verbal techniques
3. dictionaries

Visual techniques for the presentation of new lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention. Learners can remember the presented material far more effectively if it has been presented by means of visual aids. They help students associate presented material in a meaningful way and incorporate it into their existing system of language.

Teachers can benefit from the use of:

1. flashcards,
2. photographs and pictures, blackboard drawings
3. word pictures
4. information on culture
5. labelling pictures / objects
6. mime and gesture
7. action
8. incongruous visuals

However, before starting to present a new vocabulary, it is useful to implement some recommendations:

1. Spoken language precedes written mode. When our students can pronounce words, we can introduce their written form. This can prevent them from trying to pronounce English words as if they were written in their own language.

2. Try to present new words in context.

3. Revision is essential. We can blend new words into later practice.

Teacher can choose from several ways of presenting vocabulary and making clear its meaning. He can use these separately or in combination with each other. The way to present the meaning of many abstract words is through the creation of a context or a situation that is helpful when deducing the meaning of a word. When we want to present person's feature as "innocent" it is very useful to create a character who is innocent. If it is necessary, we can accompany example by mime or drawing or taken from magazines, newspaper or books. They are widely used to show meaning and mostly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities. Pictures help teachers to encourage children on the task more easily, teaching vocabulary in a fun way and present the ideas without translation.

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