



INNOVATIVE METHODS OF TEACHING VOCABULARY

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INTRODUCTION

Generally in communication, Vocabulary plays an important role means to express our views, opinions, thoughts and feelings, either in spoken or written form. Vocabulary is considered an essential part of learning Second Language (L2) since it leads to communication. Vocabulary plays a crucial role in second language acquisition, particularly for students of schools and colleges. Acquiring a deep and rich vocabulary knowledge-base would help these students to convey their message more efficiently in L2. However, learning vocabulary is not an easy job. New words run fast out of mind if they are stored without any use. Practitioners and applied linguists have always been trying to not only emphasize the importance of vocabulary learning but also propose a way for efficient learning of new vocabulary items in L2.

A right expression shows clarity of thought. In the present global scenario to have a complete edge over it is necessary to express yourself more precisely and communicate effectively in the second language. As English is a worldly language as good and as rich in a global perspective. Vocabulary helps to use right word at the right time in a communication. Teachers of English should teach vocabulary in context, combine vocabulary with reading and writing activities, and provide students with different lexical information about the words they learn during the L2 class. Giving learners something new does wonders in relieving boredom and spiking interest in a topic with an enthusiasm. Recently, learning strategies have been considered as influential tools for accelerating learning, especially language learning.

Building vocabulary is a never ending process in learning a language:

- Vocabulary make an informed guess of word and interpret its meaning according to usage in the context.
- Check your guess in dictionary and see the pronunciation, usage, origin etc.
- Finally practice new words, make up sentences containing words from your own experiences.
- Look out opportunities to use it in routines or conversation but a word of warning, when a simple word satisfies the need, don't use jargon words which makes speech boring.
- To improve vocabulary one must read news paper, novels, articles, journals, magazines; short story books voraciously and make learning a fun.
- Be conscious about looking up new words that once left you flummoxed becomes familiar words.
- To master a word, one should know when and how to use it your conversations. This requires knowing what fields or contents it occurs, what its overtones are what words it keeps company with and things it may usually refer to only then one knows all these elements one can claim to know the word.
- Beware of usage restrictions when trying out synonyms in dictionaries and thesaurus. Synonyms given may have roughly looked, but the context in which they can be correctly used may be different.
- Hitting the right word register, the appropriate level of language for a particular situation is also important and we should also pick the right word that suits the occasion.
- Grammar, learn the word in one grammatical context and read more often in different contexts to be familiar and confident in L2.

The knowledge of vocabulary learning strategies in L2 must be in educational programs and syllabuses. Holding the importance of strategies of learning for language learning and the importance of learning enriching vocabulary items and enriching vocabulary knowledge base, it is tried in this article to introduce most important vocabulary learning strategies that have been found as the most effective ones. There are some techniques that teachers can use in their L2 classrooms to improve their students' vocabulary:

1. Showing models and objects.

It is a very useful technique to teach vocabulary to the beginners during the L2 class. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners.

2. Demonstrations and showing pictures.

Teacher of English can act and learners try to imitate it. For example, the words like run, read, cry, eat, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

3. Guessing From the Context:

Incidental vocabulary learning is one of the methods of teaching vocabulary that if it is done with intentional or instructed vocabulary learning, it will have very positive results. Guessing from the context is the most famous strategy of incidental vocabulary learning. Helping students on how to guess from the context and using clues in the text can not only increase their speed in reading but also helps them to learn vocabularies in association with the related contexts.

4. Vocabulary Flash Cards:

Holding the level of involvement, language learners must learn to use and to create their own flash cards if they want to be successful in retaining vocabularies for a longer period of time. in the Learning Vocabulary in Another language, guides how to create and teach vocabulary items with flash cards.

5. Repetition

The important strategy that is mostly teacher-oriented is repetition. The students mostly believe that there must be at least seven times of exposure to take place for every word to be learned efficiently. Based on Pimsleur's graduated-interval recall, intervals must be 5 seconds, 25 seconds, 2 minutes, 10 minutes, 1 hour, 5 hours, 1 day, 5 days, 25 days, 4 months, and 2 years. Teachers must aware students of this spaced repetition schedule to help them in their vocabulary retention.

6. Teaching words in context.

Just learning words separately, doesn't help students to learn how to use the word. When students learn in context, this problem is solved, because they are given an example sentence, right in front of their eyes! Students can write down their new sentence and the example in their vocabulary notebook, to be practiced later.

7. Etymology.

It is very interesting to know the history or origin of a word. This knowledge may help you in memorizing the meaning of a word. Some dictionaries give you the information about the origin of a word, also known as Etymology.

Ex: 1. Juggernaut – derived from Hindi (name of the Hindu god Jagannadh)

2. Calicp – heavy cotton cloth i.e. usually white (from Calicut, a city in Kerala).

8. Word Parts Learning word parts like affixes, prefixes, infixes, circumfixes, and roots of the words is an important strategy that learners can use to guess the meaning of the words fast. Students who learn the word parts can analyze the unknown words and not only guess the meaning faster but also increase their speed in reading or whatever task they are doing that contains new vocabulary items for them. Thus, it is strongly recommended that teachers teach word parts to students to help them expand their vocabulary knowledge base quickly.

9. Collocations:

It's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain.

10. Short stories.

Another way to make teaching vocabulary more fun is to have students create a short story or screenplay using the words they have just learned. Teachers can also make this a final project or midterm project. Typically, this will go over much better than a final exam, and students will be more willing to engage and get creative with such a task, especially if a large portion of their grade depends on it.

11. Key Word Method:

In this method, learners must find a part of the word which is similar for them in the sound, shape, or meaning to something in their mind or language, and use it as a keyword. Then, they must imagine a picture in their mind which relates both the word and the keyword together. For example, Transient When used as an adjective, transient describes something that exists for a short period of time then is gone. Transient is pronounced "tran see ent". A brief definition of transient is "short-lived, ephemeral".

12. Using an i-Pod

Do your learners carry iPods or tablets? Don't be angry at them for using technology in their lives. Turn it to your advantage! A number of good websites now exist that can get you and your learners up and running using this latest new technology for language learning and practice.

Aspects of Vocabulary Building:

New words are after formed from the existing ones by adding a small unit either at beginning or at the end, this is known as word formation.

There are ten important principles in word formation i.e.

1. Word Roots:

All the words have their roots. A root is a form of a word on which its other forms are said to be based. Its changed the form of a word, especially the ending. According to its grammatical function its called inflexion. Remember every word may not have inflexions. Most of the English words are derived from Greek and Latin languages, learning those roots will make you learn more words. Once you learn a root word, you can guess the meaning of a new word and this helps you remember the word.

Ex: annu, enni	----- year	----- annual, perennial
Cord	----- heart, mind	----- cordial, record
Dict	----- say, speak	----- diction, dictate
Man	----- hand	----- manual, manuscript
Temp	----- time, heat	----- temporary, temperature

2. Synonyms &Antonyms:

Synonym Antonyms may be used to help the student to understand the different shades of same and opposite meaning, Synonyms and Antonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

3. **Affixes:**

Many words are expanded by adding a group of words called affixes. Affixes alter the meaning of the original word. Affixes are two types:

a. **Prefixes:**

A prefix is a set of letters which are added before a word. Usually they are to change the word.

Ex: Happy ---- Unhappy Understanding ----- Misunderstanding
 Like ----- Dislike Regular ----- Irregular
 Literate----- Illiterate Complete ----- Incomplete

b. **Suffixes:**

A suffix is a set of letters which are added after a word. Usually they are to change the word class (parts of speech) of a word. They don't have any meaning of their own. Some times when a suffix is added to a word the spelling may change.

Ex: Care ---- Careless Happy ---- Happiness Beauty ---- Beautifully
 Colour ----- Colourful Excite ---- Excitement Danger ----- Dangerous

4. **One word substitutes:**

It's a scientific word. One word is giving more information, its substitute to the rest of sentence.

Ex: Optimist – A person who looks at the bright side of things.

 Pessimist - A person who looks at the dark side of things.

 Democracy – Rule by People.

5. **Idioms:**

An Idiom is a group of words in a fixed order, whose meaning cannot be known by looking at the meaning of each word. Idioms have figurative meanings, which have become fixed through common use. The only way to learn them is through a dictionary. Idioms may be in the form of phrase/sentence.

Ex: Time and tide = Opportunities – Clever people make the best use of time and tide.

Tit for tat = blow for blow – I gave him a tit for tat for insulting me.

Null & void = no longer in practice – SC ruling rendered the HC judgment null & void.

6. **Analogy:**

A comparison between one thing and another , typical for the purpose of explanation or clarification.

Ex: Table :: Chair Cup :: Saucer

Board :: Chalk Paper :: Pen

7. **Anagram:**

An Anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. But all the letters of the name or phrase must be used ONCE and only ONCE. This is the basic rule of Anagramming. The best Anagrams are meaningful and relate in some way to the original subject.

Ex: The class room ---- School master

Dormitory ----- Dirty room

Mother in law -----woman Hitler

Debit card -----Bad credit

8. **Palindrome:**

A Palindrome is a word or a phrase or a number or a sentence, which reads the same backwards or forwards.

Ex: words: madam, bib, level, Malayalam.

Phrases: dog's god, lion oil, too hot to hoot.

Sentences: madam, I'm Adam, was it a cat, I saw?

Numbers: 23532, 7/11/17, 1991,

9. **Hypernyms:**

You have learnt that the King, the Queen, the Bishop etc are called Chessman. So you can call any of them a chessman. This is a special word that represents six names. Such a word that includes the meanings of other particular words is called a subordinate words or a Hypernyms.

- a. Words that are included in a hyponyms are called Hypernyms.
- b. Chessman is the hyponym. Its hypernyms are King, Queen, Mantri, Horse, Elephant, Bantu.
- c. A hypornym can be a hyponym of another hypornym.
- d. Rose, brick red, dark red, crimson, and magenta are hypernyms of Red, but Red is a Hyponym of colour.

10. **Acrostic words:**

The first letters of the words or phrases make the new word. This kind of text or a poem, in which the first letters of each line spell a word or phrase is called an Acrostic.

Ex: CHESS

Challenges brains

Helps them get smarter

Excites, Explores

Simulates war

Strengthen wits.

CONCLUSION:

As English teachers we always look for new and interesting ways to stimulate our students to learn English. Traditional approach to learning English includes looking words up in the dictionary, writing definitions, and using new words in sentences. Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes are often used in an effort to help students learn new words. But these methods are not very effective. The knowledge of vocabulary learning strategies must be in educational programs and syllabuses. Holding the importance of strategies of learning for language learning and the importance of learning enriching vocabulary items and enriching vocabulary knowledge base, it is tried in this article to introduce most important vocabulary learning strategies that have been found as the most effective ones.

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