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ԹԵՄԱ   TECHNIQUES IN TEACHING VOCABULARY

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ՀԵՂԻՆԱԿ   Գայանե Օհանյան

ՄԱՐԶ   Արմավիր

ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ   Վաղարշապատի Երվանդ Օտյանի անվան N7 հիմն. դպրոց

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Techniques in Teaching English Vocabulary

Introduction

The aim of this paper is to illustrate the main stages and techniques of vocabulary teaching and some classroom activities in terms of conveying meaning, checking for comprehension, as well as practicing and solidifying.

Obviously in language teaching process it is very important how to present the new vocabulary. For a long time vocabulary is taught in a traditional way, that is- copying definitions of the words from the dictionary and learning them. But now more attention is paid to on how to teach vocabulary. The aim of the paper is to improve the process of teaching the new vocabulary at English language lessons. It describes some approaches to teaching the new vocabulary, also presents some activities which will help pupils various exposures to a word before they fully understand that.

He who doesn't know foreign languages does not know anything about his own.

(Johann Wolfgang von Goethe)

Vocabulary of a language is just like bricks for constructing a building. Despite quite small pieces, they are vital to the great structure. Like bricks they are vital for the building of the language. Language is made up of words. If we want to use language effectively, we must have good stock of language. English language has vast vocabulary. Therefore, teaching vocabulary has occupied the central place in teaching learning activities. If you spend most of your time studying grammar, your English will not improve very much.   You can say very little with grammar, but you can say almost anything with words. This speaks volumes about the significance of vocabulary in learning, developing and enriching English. Even, Wilkins rightly says, ''Without grammar very little can be conveyed… but without vocabulary nothing can be conveyed''.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary.

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language, one needs to learn vocabulary in the systematic way.In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues:

'No matter how well the student learns grammar, no matter how successfully the sounds of language mastered, without words to express a wide range of meanings, communication just cannot happen in any meaningful way'.

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Nation and Waring (1997) mentioned, "Such as writing and reading, vocabulary knowledge is one, of the components of language skills.'' Harmer clearly states, ''if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. '' If one wants to use language effectively, he/she must have good stock of vocabulary. Language is made up of words. According to Throat (2001) 'Words are the building block of language'. Nagy (2003) appropriately remarks, '' Vocabulary knowledge is fundamental to reading comprehension, one cannot understand text without knowing what most of the words mean''. Teaching vocabulary well is a key aspect of developing engaged and successful readers.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist in the field. Accordingly, numerous types of techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.

Vocabulary skills are critical to each student's academic achievement. In and out of the classroom student success depends on grasping reading comprehension and English language development. Effective vocabulary strategies help teachers educate children as they learn new words.

How to teach vocabulary is a complicated question held by teachers of English who wish to improve their skills in this important area.

In my experience as a teacher the traditional vocabulary list followed by some definitions isn't effective. Copying definitions from the dictionary isn't an effective way to learn vocabulary list. But it's just often the way we learned, and as teachers we sometimes fall back of using these ways when teaching rather than trying something new.

The truth is and the research shows students need multiple and various exposures to a word before they fully understand that.

Vocabulary is an area that should be always improved. Rote memorization of the words and definitions will not work. Pupils should be able to move beyond the knowledge level of understanding vocabulary and become adapted at using context to understand unfamiliar words.

Anytime teacher introduces a new word to the students he or she must make sure that she is teaching

1. the meaning
2. the sound
3. the written form

4.   And as Thornbury says ''Anytime you introduce a new word there is choice: To present, either:

- meaning first, then form, or
- form first, then meaning.

For example in the first case the teacher holds up a picture of a car (meaning) and says It's a car (the form) in the second- he or she says car a number of time, has the students repeat the word, and only then points to the picture. Both approaches are valid. (Thornbury).

But to present the meaning first makes presentation more memorable. On the other hand, 'form first' presentation works best when the same word is presented in some contexts and the learners try to find out the meaning for themselves.

So here another choice arises, how to present the meaning through:

- translation
- pictures
- definitions
- gestures

And whether to present the word in its:

- spoken form, or
- written form

To my mind the first approach is more accessible to all learners. After presenting the meaning of the word the teacher should draw learner's attention to the way the word sound or written.

And due to the development of new approaches to language teaching which are much more ''word-centered''/Thornbury 1999:1 / we as foreign language teachers must take some specific techniques and stages in teaching vocabulary.

Innovative Ways of Teaching Vocabulary:

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing learner's vocabulary. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced learner's vocabulary.

- **Demonstration of Real Objects, Models and Pictures**

Demonstration of real Objects, Models, and Pictures is an effective technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense

to learners. Real objects or models of real objects are very effective and meaningful showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

After teaching a topic, a teacher must remind the students of related vocabulary to the topic. It is easier to teach words like daisy, jasmine, lily, marigold, rose and sunflower together in the context of 'flowers' than to teach anyone of these words in isolation.

- **Guess the Word**

Place students back to back on chairs. Give each one a list of words,

Student A gives a definition or sentence but does not say the target word. Student B has to guess what the word is. Once they get it right, Student B makes a new sentence with a different word.

- **Vocabulary Puzzle**

Download a printable puzzle template. Take a marker and write a definition or a sentence across the whole puzzle. Then cut it up. Repeat for as many words as you want. Mix the pieces up. Students have to reassemble the puzzle and then match it to the correct vocabulary word. This is a great hand on activity for students who finish their class work quickly.

- **Prefixes, Suffixes, and Root Words**

The majority of English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. Word roots such as dict, spect, and struct are meaningful parts of words that remain after all prefixes and suffixes have been removed but that usually do not stand by themselves as words prediction, inspection, contract etc. In the primary grades students begin to explore the effects of prefixes such as un-, re-, and dis-, on base words. Then students continue to explore prefixes and increasing number of suffixes and their effect on base words: govern (verb) +ment- government (noun). Common Greek and Latin roots begin to be explored, along with the effects of prefixes and suffixes that attach to them. These include, for example, chron (time, as in chronology), tele (distant, far in television), and fract (break, as in fracture). A large proportion of the vocabulary of specific content areas is built on Greek and Latin elements. As this morphological knowledge develops, teachers can model how it may be applied to determining the meanings of unfamiliar words.

- **Use of Video**

Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. A teacher can also show a short film without sound and ask pupils to discuss what dialogue they would expect to hear. By showing a scene from a film without sound a teacher can ask pupils to use the facial expressions to determine emotion.

Working in groups helps fostering learning independence, and especially in vocabulary work, learners can exchange knowledge, asking others to explain unknown items. We also hope that group will be a motivating factor, as students talk about places they have been on holiday to trying to remember details together, exchanging impressions and even good memories.

- **Use of ICT**

This is the age of Information by the Digital Technology. The Digital Technology has influenced all aspects of human life. Education is not exception. Using information and computer technology (ICT)in education. Using information and computer technology in education really motivates students. A teacher must take the advantage of this technology in teaching vocabulary in the classroom. Teacher must also inspire and guide students about, how they should use these resources. There are a lot of interesting vocabulary games including online word search, online crossword puzzle, picture-word matches, word scrambles to build vocabulary skills in classroom.

- **Using demonstration and showing pictures**

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like 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.

Charts, pictures and maps can be used to develop student's understanding of a particular concept or word. There are lots of good picture dictionaries. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska (1975:452) rightly says,' Learners remember better the material that has been presented by means of visual aids. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

- **Etymology**

Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word's birth can be very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote student's comprehension of new words.

- **By Drawing pictures**

It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He/ She can draw rough sketches to make an idea clear. Basic sketches will often work well. Students can do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types, and colours can be used to explain the meaning of things, actions, qualities, and relations.

- **Associated vocabulary**

If one topic consists of number of words, it is easy to teach these entire words altogether. For example it is easier to teach words like orange, banana, lemon, pineapple, mango, and watermelon together in the context of 'fruits' than to teach anyone of these words in isolation. Examples of lexical fields. Parts of the face as:

Forehead, brow, temples

Nose, nostrils, bridge/tip of the noise

Septum, mouth, lips

Eyes, eyebrows, eyelids, eyelashes

Chin, cheeks, jaw, jowls.

- **Dictionary**

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to look up words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Exploring the dictionary entries can be one important and effective component of understanding a word deeply.

The entries can also help students determine the precise meaning of word. Allen perceives, 'Dictionaries are passport to independence and see them as one of the student-centered learning activities'. The following are some current recommended English dictionaries. 1. Oxford Advanced Learners Dictionary, 2. Longman Dictionary of Contemporary English, 3. Cambridge International Dictionary of English, 4. Oxford Picture Dictionary.

- **Collocation**

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.

''It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something''.

The term collocation generally refers to the way in which to 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. Collocations include:

1.Verb+Noun (e.g. break a code, lift a blockade)

2.Verb+Adverb (e.g. affect deeply, appreciate sincerely)

3.Noun+Verb (e.g. water freezes, clock ticks)

4. Adjective +Noun (e.g. strong tea, best wishes)

5. Adverb +Adjective (e.g. deeply absorbed, closely related)

- **Words often confused**

The long list of often-confused words was made in the class and students were asked to use them in sentences from the brackets. Teacher should provide the meaning of such words, if necessary. For example: adopt: adapt, beside: besides, principal: principle etc.

- **Homophones**

Homophones are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as 'pear' and 'pear'. Homophones may also be spelled alike, as in ''bear (the animal) and ''bear '' (to carry). But this list consists only of homophones that are not spelled alike.

ant/aunt, ate/eight, bear/ bare, son/sun steal/steel, throne/thrown, blew/blue, beach/beech, cent/scent/sent, cereal/serial, eye/I, fare/fair, sea/see, stationary/stationery, threw/through, be/ bee, by/bye/ buy, cell/sell, die/dye.

- **Idioms**

The meaning of an idiom is not always obvious or literal. The flexibility and appropriate use of idioms by non-native English speakers is also a key indicator of fluency, especially in spoken English. Teaching idioms to English learners promotes the use of colloquial English and allows students to be more natural in everyday conversation. After introducing the list of idioms to the students, teacher can facilitate speaking and writing activities that can help them to understand the usage and appropriate context for when to use the idioms learned in class. It is always fun to teach vocabulary through games especially idioms. Playing a game helps to reinforce what students have learned. It is also makes learning process more enjoyable. Since idioms are comprised of multiple words, it makes games like a Pictionary or charades more challenging, especially for higher-level learners. These activities work well as warm ups or even energizers after a long day. Another activity is a memory game. This is great for those learners who best absorb information visually. You can do a quick internet search for literal pictures of idioms and create a memory game using Power Point or even flashcards. This kind of activity works well with younger learners, and it is a great way to keep hem engaged in the lesson. The real meaning of the idiom   false explanation. To play this game, one player will read out an idiom, and each person will write down a made-up answer and hand it to the person who read the idiom. This person will read out the real answer and all the false answers at random. Afterward, their peers must guess the correct meaning.

The English language is dynamic and constantly changing, and we can that with the use of idioms. Depending on the context, some idioms may be considered old-fashioned, while others are current and relevant. As

teachers, we can use idioms for teachable moments like talking about which expressions are currently used by speakers.

- **Phrasal Verbs**

Teachers should include phrasal verbs in their classroom language as much as possible- and draw attention to these from time to time. There are many phrasal verbs in the English language. Phrasal verbs in English language and they are used in normal speech. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb). The meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs are: sit down, put your hand up, look it up, hurry up, calm down, etc.

- **Role play**

It is one of the most effective methods of teaching vocabulary. It can win the favour of the students as learners like dramatization and can easily learn through it. It is important in the classroom communication because it gives students opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations.

Role-play helps students learn target language effectively, as freely and communicatively as they can. Role-play aims at fostering the ability of students and is characterized as mutual teaching and learning. According to de Neve and Heppner/1997/, the main steps of designing role play are summarized as follows.

Firstly, teachers should choose a situation for a role play, keeping in mind students' needs and interests. The next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration. After finishing selecting a suitable role play, teachers should predict the language needed for it. It is recommended to introduce any new vocabulary before the role play. This step implies providing students with concrete information and clear role descriptions so they could play their role with confidence. Teachers should describe each role in a manner that will let the students identify with the characters. Teachers ask for some volunteers to act out role-play in front of the class in this step. Once the role-play finished, teachers should give feedback to students. This means pointing out students' advantages and disadvantages. E.g. The teacher designs a communicative activity for the pupils in order to learn two adjectives-impulsive, bad-tempered, to consolidate what they have learned, pair-work and develop their communicative skills. The teacher explains these two words, which are used to describe people's personality. Before assigning the task, she tells the students the instructions that the situation is to predict the partner's fate, one acts as a fortune teller, the other a customer, the pupils choose their partner freely, the fortune teller predicts future events for the customer. Then most pupils participate in the role-play actively. The teacher assess their advantages and disadvantages. Nevertheless, classroom discipline will be a bit mess.

Teaching Words in Context

Most people agree that vocabulary ought to be taught in context. (Nilsen 1976, Chastain 1976, Rivers 1968) Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure he language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005) stated, ''Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world.''

In the context of second/foreign language teaching there are some significant issues to be dealt with here. They are: what kind of contextual clues are available and whether learners can be trained to use those clues to make successful guesses about the meaning of unknown words.

It is our firm belief that learners can be instructed on how to work out the meaning of unfamiliar words when they encounter them while reading or listening, i.e.to make them aware of context clues that would go a long way in helping them cope with unknown words or concepts.

Speaking about context we should first of all distinguish between the context within the text and the general context. The former implies that context can be viewed as morphological, syntactic and discourse information in a given text which can be classified and described in terms of general features. The latter, i.e. the general context includes the reader's background knowledge of the subject matter of the given text. Good readers take advantage of such background knowledge in processing the context and in creating expectations about the kind of vocabulary that will occur. Most researchers and language teachers agree that learning vocabulary in a context and not in isolation is an effective vocabulary learning strategy, since in different contexts, a word can convey different interpretations. Thus, simply learning the definition of a word without giving illustrations or examples as to where and when it occurs will not help learners to fully understand its meaning. Learning isolated list of words without reference to the context is merely a memorization exercise, and it is difficult for learners to apply the knowledge in spoken and written situations. So, looking at the context in which the words appear seems to be the best way of learning vocabulary. Despite this there has been little research in this area and very little useful guidance for teachers and learners. Anyhow, we know from experience that practically all pupils acquire many meanings from the context with little or no help from teachers. They use communication strategies to cope with situations where they lack the vocabulary to put across the meaning that they want to express. Learners can overcome their limited vocabulary knowledge when they are using the target language for communicative purposes.

Thus, one effective way of vocabulary learning through context is guessing the meanings of unfamiliar words from the linguistic environment in which they occur. Vocabulary guessing strategies are used by learners to guess the contextual meaning of words during reading or listening, for the main purpose of comprehension. Guessing is needed when we encounter an unknown word in reading or listening in a second/foreign language. Even experienced readers and listeners in their first language use the guessing strategy all the time. Two approaches to guessing have been proposed by various experts. An inductive approach and deductive approach. Inductive approach suggests working on various clues before making the guess and checking its relevance, while the deductive one encourages readers to start guessing right from the beginning and justify their inference with clues. Clarke and Nation's inductive guessing strategy contains the following steps: decide on part of speech of the unknown word, look at the immediate context of the word, simplifying it grammatically if necessary. /Clarke, Nation 1980:211-220/. Due to deductive approach guessing procedure helps the students to guess the meaning of unknown words by starting with guessing, after which learners are expected to think of the clues that support the guess.

There are three benefits to learning from context: learners develop strategies such as anticipating and inferencing, which become increasingly profitable in the process of learning since they instill an attitude of self-reliance that is essential for proficiency development. Second, systematically encountering new words in context underlines the fact that words are used in discourse for communication purposes. Finally, the context provides an indication of the way the words are used.

The importance of vocabulary knowledge has long been recognized in the development of reading skills. Researchers noted that growth in reading power relies on continuous growth. Students are sure to expand their vocabulary knowledge through extensive reading.

Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts beginning and justify their inference with clues. Teaching vocabulary is not always dry and dull. If we use context clues, also called 'contextual clues', we can spice the lesson up a bit. The terms have been used interchangeably to refer to the clues available in the text readers can make use of to arrive at their inferences. They shed light on the meaning of certain words and offer a hint, fact, idea that suggests a possible answer to a problem.

Seirbert's clue categories include word association (collocation, synonyms, antonyms, sentence structure that show similar or opposite ideas in two parts, comparisons and a chain of actions), association of ideas (clues from background knowledge, everyday experience, and from the sentence that follows), deduction (repetition of the same word in context, use of

definition or description) and clues found in the general meaning of a paragraph.

Learning the meaning of a word through its use in sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word.

A reader must be aware that many words have several possible meanings. Only by being the sensitive to the circumstances in which a word is used can the reader decide upon definition to fit the context.

A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meanings needed for the readers' purposes. Context clues should not be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is common one that will be needed again, in these cases, a dictionary should be consulted.

- **Analysis**-the students can be taught to derive word meaning by examining their internal contextual feelings e.g. dissimilarity: dis-similar- ity.

- **Morphological instruction**-the students are provided with mastery learning instruction of some root words: e.g. dorm/ sleep, chrom/colour, etc.

- **Word order, word class, reference words, sentence structure**- sometimes the syntactic structure of the reading passage can make the students collect information from grammatical signals such as word order, word class, sentence structure, but it should be at a level of complexity appropriate to the class e. g. the student is a step nearer the meaning of 'messed' if he/she is able to see that 'the late arrival of the train' is the subject of the sentence below and is followed by a word describing an action 'messed' and the object is 'all our plans': The late arrival of the train messed up all our plans. In the following example identifying the referent of such grammatical items as pronoun 'it may provide a clue to the meaning of the unfamiliar word 'stunted': Malnutrition gave him the shallowest of chest, thinner of limbs, it stunted his growth. Through a series of questions the teacher helps the student to find the clues in the sentence. ''It'' refers to malnutrition. The effect of malnutrition at the beginning of the sentence is obvious: He had malnutrition, the result on his appearance was that kind of terrible chest and limbs. It should not be too difficult for students to guess what malnutrition could have done to growth. In working out the meaning of the new words it is useful for the new words it is useful for the learner to be trained to see the common element in one kind of a word, where the common element conveys a certain idea.

- **Word rewording** is when the author says the word in another way that is typically easier to understand. E.g.: Resentment- a feeling of bitterness and anger is often felt by people who are passed over for promotions.

- **Synonyms** are used as context clues when an author uses a similar word for a word the definition of which you might not know. Often the reader can find that the meaning of both words is the same. The

context clue in question will help reader guess the meaning, e.g.: A young girl was very aloof. She always seems   unsociable, unapproachable and uninteresting. From the sentence we can guess
that the word 'aloof' means unsociable, uninteresting and unapproachable.

- **Antonyms** are used as context clues when the author uses a word or a phrase that means the opposite of the word you might not understand. E.g. What goes up must come down. I always have a positive attitude and my husband 's attitude is always negative.

- **Definition clue-** the new term may be formally defined or sufficient explanation may be given with the sentence or in the following sentence. Clues to definition include phrases like that is, commas, dashes, and parentheses. E.g.1. His emaciation, that is, his skeleton-like appearance, was frightening to see. 2. Fluoroscopy, examination with a fluoroscope, has become a common practice. The commas before and after 'examination with a fluoroscope' point out the definition of ''fluoroscopy''. 3.The dudeen- short – stemmed clay pipe –is found in Irish folk tales. The dashes setting off ''a short stemmed clay pipe'' point out the definition of dudeen.'' /https://www. —slideshare.net/JoeyMarieAnhaw/context-clues-16423877/
- **Example Clue**

An example clue is a word or phrase that provides an example to illustrate the unfamiliar word. Words like including, such as, and for example point out example clues. E.g.: 1. The manager disliked obsequious behavior, such as fawning and kowtowing. 2. Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean. "Piscatorial'' obviously refers to fish.3. Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries. ''Celestial'' objects are those in the sky or heavens.

- **Structural Analysis**

Structural Analysis is the process of breaking words down into their basic parts to determine word meaning. Structural analysis is a powerful vocabulary tool since knowledge of a few word parts can give you clues to the meanings of a large number of words. Although the meaning suggested by the word parts may not be exact. This process can often help you understand the word well enough that you can continue reading without significant interruption.

 When using structural analyses, the reader breaks words down into their basic parts: prefixes-word parts located at the beginning of a word to change meaning:

Roots-the basic meaningful part of a word.

- **Suffixes-**word parts attached to the end of a word, suffixes often alter the part of speech of the word

For example, the word bicyclist can be broken down as follows,

Be- prefix meaning two

Cycle-root meaning wheel

ist- a noun suffix meaning 'a person who'

- **Logic-** Sometimes there is no direct way to determine the meaning of an unfamiliar word. When this happens you have to look at the general meaning or logic of the sentence and passage. You must draw a conclusion based on the information given. To do this you should ask yourself questions about the passage. Answering these questions will often lead you to a reasonably accurate guess about the meaning of the word. E.g. It took two days for the volunteers to extricate the little girl from the bottom of the well. To work out the meaning of the word 'extricate' you need to ask yourself what volunteers might do if a small child was struck in the well. Most volunteers would try to rescue or get the girl out. If you put this idea into the sentence it's easy to see that 'extricate' means 'to free' or 'release'. That makes sense.

To help learners to enrich their vocabulary teachers must also teach them how to contextualize (put into context) the meanings of the newly learnt words by assigning them to make sentences with the newly learnt words or compose a connected passage with the given word.

Visual methods will also be helpful, especially at the initial and intermediate stages of language instruction. And in this respect graphic organizers appear to be the best tools for learning vocabulary visually, they help students visualize the connections between words and their possible meanings. It is well acknowledged that human mind organizes and stores information and creates structures to store newly acquired information and connect it to previous knowledge. The graphic organizers are visualization of these mental storage systems, and serve to support students in remembering and connecting information. Besides, learners are attracted to graphic organizers due to their visually stimulating nature. Remembering and assimilating information they can develop their critical thinking skills.

A Frayer Model is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. The purpose of the Frayer Model is to identify and define unfamiliar concept/ word/ term, describe its essential characteristics, provide examples of idea. This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analize the concept/ word and then synthesize or apply this information by thinking examples and none examples. It is also activates prior knowledge of a topic and builds connections. Research indicates that students who use graphic organizers to organize their ideas improve their comprehension and communication skills. /Goeden, 2002, Nation Reading Panel, 2000/

This type of graphic organizers can be used by the teacher with the explicit vocabulary instruction as well as for vocabulary knowledge assessment because they give teachers a quick look at students' knowledge.

Another important issue related to the topic is assessing the vocabulary of the student's results. Thus, from various points of view, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor

the learner's progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs.

Vocabulary assessment seems in the sense that word lists are readily available to provide the basis for selecting a set of words to be tested. There is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples.

 Multiple choice (Choose the correct answer)

1.His father failed to maintain the bank's financial status and held occasional government positions.

a. consist

b. belong

c. assert

d. retain

2.The principal was irate when she heard what the students had done.

a. surprised

b. interested

c. proud

d. angry

Matching (Match each word with its meaning)

1.   concentrate   a. hard, strong, reliable

2.   solid   b. a man who has magic powers

3.   messy   c. think hard about or look hard at something

4.   a wizard   d. not often seen

5.   rare   e. dirty, untidy

Completion/Write the missing word/

E.g. At last the climbers reached the s---- of the mountain.

   These test items are easy to write and to score and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized tests. A professionally produced multiple choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge. Furthermore, it will usually be strongly related to measures of the learner's reading comprehension ability. Tests containing items such as those illustrated above are frequently used by language teachers to assess student's progress in vocabulary learning and to diagnose weaknesses in their knowledge of target language words. Scholars with a specialist interest in the learning and teaching of vocabulary generally take it for granted

that it is meaningful to treat words as independent units and to devise tests to assess learner's vocabulary knowledge just based on how well they the meanings of particular words.

 In discrete selective tests, the context most commonly consists of a sentence in which the target word occurs, but it can also be a paragraph or a longer text containing a whole series of target words. Although it is taken for granted these days by many language teachers that words should always be learned in context, in designing a vocabulary measure it is important to consider what role is played by the context in the assessment of vocabulary knowledge and how can context contribute to vocabulary assessment in discrete, selective tests.

 One function of a sentence context on traditional discrete-point items is to signal the particular meaning or use of a high-frequency word the taste maker wishes to test.

 E.g. Both Michelangelo's outlook and his art were subject to the influence of many of the most prominent philosophers and writers of the day.

a/wonderful

b/distinguished

c/clever

d/wise

 In this case, the test-takers need to show that they understand what the word 'prominent' means when it is used as an adjective applied to a person. The opinions are all possible attributes to 'neighbor' and thus some knowledge of the word itself is required to answer the item correctly. On the other hand, if the target word is a low-frequency one that learners are not expected to know, The ability to infer its meaning on the basis of contextual clues may be assessed. In this case, a stem sentence containing a certain amount of contextual information can be composed in order to assess tis skill.

 E.g. She can be quite gauche, yesterday she blew her nose on the new linen tablecloth.

 'Gauche' in this context means 'awkward, tactless'.

 So, we may conclude that learning words in context highly increases the chances of learners to appreciate not only their meaning but also their typical environments such as their associated collocations or grammatical structure. Instruction in context clues and strategies will be of utmost importance for the mastery of words and their retention in long-term memory.

 Conclusion

The present paper explored various techniques and methods of teaching new vocabulary. Teacher must make use of such techniques while teaching of vocabulary. It is also focused on expansion of vocabulary. Corder rightly observes, 'The more words one knows, the easier it is to 'learn' new words, because one has more associative link available'.

 A student's vocabulary bank must be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental,

intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises. Richards said,

''When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on levels of ages, educational background and field of interest. The teacher also ought to recognize such sociolinguistic variables in which the words will be used''.

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