



TECHNIQUES AND APPROACHES FOR INCREASING LANGUAGE LEARNERS'S VOCABULARY AT NON- PHILOLOGICAL UNIVERSITIES

Rizayeva Dilyayra Shavkatovna,
Tashkent State Agrarian University, English Teacher
drshsss@mail.ru

ABSTRACT	KEY WORDS
<p>Due to the emphasis that is frequently placed on the definitions of new terms, both in books and in classroom settings, vocabulary development is a crucial component of learning a foreign language. Additionally, it is crucial to language learning and at the heart of language education. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).</p> <p>Teaching vocabulary efficiently and adequately will significantly help improve general English education. The result of this research is that the implementation of this strategy is efficient in terms of student learning. vocabulary accumulation. In this article the author suggests several effective techniques and strategies for improving and expanding language learner's vocabulary at non-philological universities.</p>	<p>vocabulary, ESP, English Teaching, learning strategies.</p>

Introduction

Teaching vocabulary especially in ESP courses is becoming challenging for English Language Teachers. Vocabulary is an integrated part of any teaching syllabus and vocabulary should be taught in a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students.

English teachers are being trained in using modern methods of English teaching and attend local and international conferences. Old teaching methods are rapidly being replaced with modern ones. The teachers at Universities in the country design curricula based on the students' needs and interests.

Literature Review

Vocabulary acquisition is incremental in nature and this means that words are not learned instantaneously but they are learned over a period of time. The number of words learned depends on numerous exposures to a particular word. McCarthy (1990, p. viii) states that "No matter how well

the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” (McCarthy 1990, p. viii).

However, learning strategies have been used for thousands of years as Oxford (1990) mentioned that mnemonic or memory tools used in ancient times to facilitate narrators remember their lines. Studies on language learning strategies started in the mid 1960s. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies (Wenden and Rubin, 1987; O'Malley and Chamot, 1990 and Oxford, 1990). Nevertheless, Oxford (2003) defined language learning strategies as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p.8).

Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmit 1997; Nation, 2001; Fan, 2003; and Gu, 2003). First, Schmitt and Schmitt (1993) divided learning vocabulary in to remembering a word and learning a new word. Secondly, GU (2003) classified second language (L2) vocabulary learning strategies as cognitive, metacognitive, memory and activation strategies. Thirdly, Schmitt (1997) improved vocabulary learning strategies based on Oxford (1990) into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise) and though the remembering category comprises social, memorization, cognitive and metacognitive strategies. Finally, Fan (2003) who refined Gu (2003)'s classification, categorized vocabulary learning strategies into a “primary category” which contains dictionary strategies and guessing strategies as well as, “remembering category” which integrates repetition, association, grouping, analysis and known words strategies.

Research Methodology

Sharon Green, Reading Coordinator Office of Academic Support, Niagara University suggest several easy and modern ways for increasing vocabulary such as ***every day reading a newspaper or a weekly newsmagazine for 15 minutes***, while reading students have to circle unfamiliar words and as they finish reading the article, returning to these words and use context clues to try to determine meaning. Then they have to look the words up in a dictionary, comparing their definition with the actual definition. By adding each word, its definition, and its sentence in a vocabulary notebook, on a 4 x 6 index card the students will improve and enlarge their vocabulary. These magazines and newspapers are good sources of vocabulary: New York Times Wall Street Journal Time Toronto Globe & Mail Newsweek MacLean's. The next way of improving vocabulary is ***using vocabulary web sites***, especially those with a “Word of the Day,” on the Internet or cell phone if students have a data plan with Internet access. These web sites may be useful for increasing vocabulary:

- www.m-w.com/game/ (This site is by Merriam-Webster dictionary.)
- www.vocabulary.com/
- www.wordcentral.com
- www.wordsmyth.net
- <http://www.worldwidewords.org/>
- <http://home.earthlink.net/~ruthpett/safari/index.htm>
- www.nytimes.com/learning/students/wordofday/index.html

These web sites have a “Word of the Day” feature.

Green also suggests to ***learn the origins of words***. It's fascinating to learn where words come from. Because many English words derive from Latin and Greek, once students learn the meaning of a word part, he or she can apply that knowledge to new words. As they discover the "story" behind a word, it is more likely to remember its meaning. The author states to Do the quiz "It Pays to Enrich Your Word Power" in Reader's Digest for teachers. This Reader's Digest column is an easy way to increase college-level vocabulary. After doing the 20-question quiz, turn the page for the answers, meanings, and derivation of the words.

Using context clues to try to determine the meanings of words is also effective way for improving vocabulary. It is important to determine meaning by analyzing unfamiliar words and the sentences surrounding them. Careful analysis can often give you a pretty good idea of what the word means. Here's an example of using context clues to determine the approximate meaning of an unfamiliar word: "The job was more odious than taking out the garbage." Because most people find taking out the garbage an unpleasant task, you can guess that "odious" describes something very unpleasant. (In fact, odious means "exciting hatred or repugnance; abhorrent."). ***Using Quizlet to review the new words that students learn***. Go to www.quizlet.com and enter your words. The program will generate quizzes and games custom- made for your word list. ***Setting a specific goal***. Learning new words requires a commitment. Setting a goal such as, "I'll learn one new word each day" or "I'll try one suggestion on this handout every day during semester break or summer."

Listening to radio and television programs that use a college-level vocabulary. Network television and mainstream radio stations may limit his or her exposure to new vocabulary. These local media may expose language learners to a broader vocabulary: Radio: - National Public Radio (in Western New York, it is WBFO FM-88.7), particularly "Morning Edition" from 6:00-9:00 am, and "All Things Considered" from 5:00- 7:00 pm. - CBC (Toronto, AM 740) Television: - PBS (in Western New York and Southern Ontario, Channel 17) – just about any program that interests.

"Use a word 3 times and it's yours!" this is quite simple tip but an effective one. If students don't make an effort to use new words they learn, they are likely to forget them. Using words makes them a permanent part of students vocabulary.

Conclusion

English is the official language of many countries around the world, and the way vocabulary is taught is constantly changing. Vocabulary teaching is not only necessary but also fun and inventive. The implementation of this strategy is efficient in terms of student learning. vocabulary accumulation. Vocabulary is the cornerstone and most crucial component of teaching English, much like the bricks that build up a home. Students will benefit greatly from having a large vocabulary collection if they study English.

References

1. Fan, M. (2003). Frequency of Use, Perceived Usefulness and Actual Usefulness of Second Language Vocabulary Strategies: A study of Hong Kong learners. *The Modern Language Journal*.87 (2): 222-241.
2. Green, Sh. 15 Easy ways to increase your vocabulary, Niagara University <http://www.niagara.edu/oas-study-reading-strategies>

3. Gu, P.Y. (2003). Vocabulary Learning in a Second Language: Person, Task, Context and Strategies. *Teaching English as a Second or Foreign Language TESL-EJ* . 7 (2).
4. McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
5. Schmitt, N. (1997). Vocabulary learning strategies. In R. Carter & M. McCarthy (Eds.), *Vocabulary and language teaching* (pp. 198–218). New York: Longman.
6. Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press
7. O'Malley, and Chamot. (1990). *Learning Strategies in Language Acquisition*. New York: Cambridge University Press.
8. O'Malley. , Chamot, A ., Stewner-Manzanares ., Kupper., Rocco P. Russo. (1985, oct 27). *Learning Strategies Used by Beginning And Intermediate ESL Students*. *A journal of research in language studies*. (35): 21- 46.
9. Oxford, R. (1990). *Language Learning Strategies. What Every Teacher Should Know*. Boston: Heinle: Heinle Publishers.