

VOCABULARY IS AN IMPORTANT FACTOR IN TEACHING FOREIGN LANGUAGE

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Annotation

This article is devoted to the issues of learning foreign languages, especially English as a second language. During the process of learning students should learn vocabulary units. In this article we try to identify the main points and give the best solutions.

Keywords: Usage, approach, assimilation, distinguish, classify, attempt, denoting, depend, aspects, acquire, idioms, select, frequency, unlimited, comprise.

Learning the words of a foreign language is not an easy thing since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties. Some words are difficult in form (daughter, bury, child, knife, neighbor, bureau) and easy in usage: other words are easy in form (get, happen, enjoy) and difficult in usage. Words may be classified according to the difficulties students find in assimilation. In methodology some attempts have been made to approach the problem.

The analysis of the words within the foreign language allows us to distinguish the following group of words: concrete, abstract, structural.

Words denoting concrete things (house, ball, desk, car), actions (sing, smoke, walk, run, shout), and qualities (bad, noisy, large, small, honest, brave) are easier to learn than words denoting abstract, structural.

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught at any university. The problem is what words and idioms students should retain. It is evident that the number of words should be limited because students have only 2 periods a week. The number of words students should acquire at the university depends wholly on the syllabus



requirements. The latter are determined by the conditions and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of words to be learned since students are able to assimilate them while working independently with the program. The vocabulary must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language at a university.

Many scientific principles of selecting vocabulary have been worked out the words selected should be: (1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data); (2) easily combined (nice boy, nice weather); (3) unlimited from the point of view of style (oral, written); (4) included in the topics the syllabus sets; (5) valuable from the point of view of word-building (obey, disobey, obedience, disobedience, disobedient).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills students need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded.

The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following two classes (M. West) words that we walk with or form (structural) words which make up the form (structure) of the language.

1. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum. The selection of the vocabulary although important is not the teacher’s main concern. It is only the “what” of teaching and is usually prescribed for him by textbooks and study-guides he uses. The teacher’s concern is “how” to get his students to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.



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