



DIFFERENT WAYS OF PRESENTING NEW LEXIS

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Annotation: This article presents vocabulary techniques to teach new lexis in EFL classes and examine them so as to shed the light effectiveness of their use.

Key words: vocabulary, lexis, language acquisition, techniques, vocabulary instruction.

INTRODUCTION: Vocabulary is recognized as fundamental basis of language learning. When a learner is acquiring a new language he/she depends on words to understand the oral as well as written speech and express his/her opinion. The more words a learner knows, the better he/she will be able to comprehend and produce speech both in verbal and written forms. If the expansion of student’s vocabulary is large, it will be easier to connect a new word with words they are familiar previously. Moreover, large vocabulary can raise confidence and aid the learner to become an independent language learner. However, many students feel that vocabulary learning is tedious since they have to memorize unfamiliar words and spelling without changing their learning habits, such as writing words on paper, learning by heart or learning passively through the teacher’s explanations. Learning new words out of context is of limited use. The communicative approach, then, encourages students to learn the new lexis in context with varied vocabulary techniques.

METHODS: Vocabulary is the knowledge of words and word meanings. It is crucial for learners to build up the block of lexical items to express one’s opinion and feelings in both oral and written forms. This can be done with the help of various techniques not only by making one to take a list of unfamiliar words and learn by heart them unconsciously, in other words without knowing the real concept or meaning of the words.

In digital era, varied supplementary materials and resources may come handy like Google images, photos, audio books and so many others. Teachers are equipped with ample of choices and opportunities, and they are able to organize the lessons in an interactive as well as entertaining way. Avoiding translation and making pupils learn by heart the stock of words with definitions when introducing new lexical items. To aid with it this section underlines the most practical and effective techniques used by teachers of EFL as well as ESL. We will base our research on the philosophy of Hank Stram “simplicity plus variety”. This approach is truly efficient in introduction of new lexical items.

There are numerous techniques can be implied in the English language classrooms. Most of them are united into three categories by Redman and Gairns. They divide them as follows:

- Visual techniques;
- Verbal techniques;
- Translation.

Visual techniques highlights the use of visual images such as pictures, posters, flashcards, board drawings, pictures cut from newspaper or magazines. Additionally, realia as well as mime and gesture are included in this type of techniques. Celce-Murcia concurs the concept of utilizing mime and

gestures to explain the new vocabulary by saying mime and gesture “can easily convey an action or a concept”. In fact, as majority pupils are visual type of learners using colorful materials can facilitate the language acquisition.

Verbal techniques involve the usage of illustrative situation which may be either print or oral version and create an example of a concept. Among these techniques substitution, enumeration, defining the words or introducing new words in couples or grouping them according to the similar relationship may be found. Teacher may either use short stories, anecdotes or dialogues to introduce new words. Nevertheless, educators ought to pay attention to the context which they are going to present whether it is clear for students’ comprehension or not. To fully make them involved into the concept of new words, teacher may also use exemplary sentences to make the new lexical items clear enough.

The third technique is **translation**. Sometimes, translation of words would be out of option. Teacher needs to use L1 especially, when teaching young learners or students who are in beginner level. Several abstract notions and ideas are difficult to explain in a target language. In this case, translating the unfamiliar words into their native language is common help because it prevents students from miscomprehension.

From above-mentioned techniques, there are techniques called drilling as well as spelling the word.

RESULTS: Apart from techniques to present new lexis, it is suggestible for educators to motivate students to use vocabulary strategies so as to store the words firmly in their memories. Strategies are explained in Oxford dictionary (1990) in this way:

...operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

The demand of learners’ vocabulary learning process has encouraged some educators to find ways to facilitate the expansion of the vocabulary knowledge of students.

Teaching new words which are familiar for students or they constantly encounter raises the interest of learners.

Vocabulary acquisition may involve several steps:

- ❖ Encountering new words:
- ❖ Getting the word form
- ❖ Getting the word meaning
- ❖ Consolidating word form and meaning in memory:
- ❖ Using the word:

The application of the words in written or oral production is of the great essence.

Above-mentioned steps are important for learners so that they can easily produce the communication and get the full knowledge of the words.

Experts put several questions before them on the topic how students store vocabulary into memory. And they come to conclusion that learners are able to remember new lexical items when they link words with the words they already are aware, visualize the picture of them, act them out or create their own definitions.

From above investigation one can infer that students remember the words longer when they acquire vocabulary on the basis of the words they have already experienced or have encountered earlier. Besides, learners retain more information in their memory when vocabulary is set out neatly. To be clearer, when they note down the new words, they should organize them appropriately so that they can notice them easily, remember quickly. Moreover, if the words have been acknowledged through visual, auditory, physical, or emotional sensors the vocabulary items will be remembered longer. On top of this, if students are provided with the opportunities of exploring the words into variety of contexts, they can recall them easily.

Scholars put forward several strategies to help students learn new vocabulary easily and conveniently. Here are some examples of strategies:

- ◆ Pictionary
- ◆ Peg method
- ◆ Other helpful strategies includes helping students remember new words by the ways of (1) using memorizing games & activities, (2) learning with friends, (3) using review games.
- ◆ Then teacher should make sure that students immerse new vocabularies and be able to use them freely in their communication. To achieve this vocabulary record system as well as personalization of new words can be used.

DISCUSSION: In the era of fast changes in almost every sphere of life we cannot imagine the education system without ICT tools or innovative methods of teaching. Vocabulary, especially, is inseparable aspect of language acquisition. Thus, organizing lessons to present new lexis is quite significant concern of any teacher. To provide vocabulary lessons colorfully and lively teacher needs to blend several techniques to achieve a successful lesson. And this research paper intends to aid at least a bit for this effective lesson organization. There are numerous techniques to introduce lexical items and in accordance with there are ample of activities to accompany by the techniques to reach the main objectives of the lesson as well as to feed the eagerness of students towards new vocabulary not only making them to memorize a list of words.

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