THE INNOVATIVE APPROACHES AND TECHNIQUES OF TEACHING THE NEW VOCABULARY OF ENGLISH TO STUDENTS

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Rezumat

Prezentul articol face referinţă la abordările şi tehnicile inovative de predare a vocabularului nou de limba engleză. La fel, sunt expuse şi prezentate principiile de bază după care trebuie să se conducă profesorul de limba engleză în cadrul orei pentru o asimilare mai eficientă a materialului tematic ce ţine de noul vocabular de către studenţi. În rezultatul studiului efectuat referitor la metodica de instruire, aplicând tehnici inovative de predare a vocabularului nou în engleză, se sporeşte factorul de asimilare a materialului contextual nou în formă scrisă şi orală.

"*So as to train young people properly, that does not consist in putting a lot of words, phrases, expressions and opinions from different authors in their mind, but paving the way for them to understand things.*"

John Amos Comenius

If traditionally English has emphasised the detailed study of grammar rules, to the detriment of vocabulary, following the necessity of conversation type activities and frequent use of communication – based methods, vocabulary learning has been gaining a larger spot in modern daily life situations and all kinds of usage of new English vocabulary, as such.

This role of vocabulary in learning English by students can not be denied any more. However, while teaching the new vocabulary of English to students, the main ideas of this process is specifying the importance which the words have in knowing a foreign language; what concrete vocabulary study means; issues faced by students when working with the new vocabulary, and techniques that can make teaching attractive as a whole.

There are two basic ways of communication in any society: in written form and using oral vocabulary potential of the language. That is the reason why, in the context of communication, the teachers of English must prepare their students to be able to communicate in the English language, as well [1, pp. 25-39].

Their perspective professional success may in some cases depend on their ability to communicate in English. What should be considered is that as well as grammar rules, students can not communicate in English without words. In the opinion of the specialist in English teaching methodology, Penny Ur, the student who masters the English vocabulary very well can realise a text and understand almost all of it without knowing the grammatical rules of English [2, p. 50]. In fact, there is a close connection between the two components of the language, both of which are important in the complex learning process of a foreign language.

Some of the techniques that can be used in teaching the new English vocabulary are:

Technique 1:

➢ Use of objects for explaining the meaning of new English vocabulary.

Technique 2:

➢ Using images for bigger objects.

Technique 3:

➢ Using gestures for words.

Technique 4:

➢ Translation of words to motivate students to get involved into the process.

Technique 5:

➢ Explain the sense of a new word using English without translation.

Technique 6:

➢ Using the dictionary for the meaning of a word – bilingual or explanatory ones.

Technique 7:

➢ Description of a word so as to be understood by students.

Technique 8:

➢ Reading of definitions applied in explanatory dictionaries.

Technique 9:

➢ Utilisation of audio version of new English vocabulary for spelling.

Technique 10:

➢ Usage of synonyms within pictures by means of individual or team work.

Technique 11:

➢ Set expressions usage: spelling on blackboard, using cards, leaflets.

Technique 12:

➢ Create a context in which a new word occurs with an ultimate translation.

Technique 13:

➢ Dictation of a text in English with filling the gaps of new vocabulary provided.

Technique 14:

➢ Dictation of an English text by filling blank spaces with translated words etc.

The vocabulary was also taught in the traditional school, but the pupils had to memorise long lists of words, mostly out of context and their translation into their own language. The inefficiency of such a method is obvious, because as hard as words were memorised, they were so easily forgotten. As a result, English language teachers are concerned about the problems of teaching vocabulary to students and are looking for new ways to help students learn vocabulary [5, p. 100].

The basic methodology of teaching new English vocabulary considers that the first question every teacher must put forward is

what words should teach the pupils. There are many criteria to consider when a teacher chooses the words to teach to students, such as their level, wishes and needs, the curriculum, the frequency with which the words are used, their structure, their functions, etc. [11, p. 46].

When the word selection has been made, the next step is to understand that teaching the vocabulary does not just mean introducing new words to students. The process of teaching vocabulary is a much wider in range and more complex process. In order to know a word in the English language as a foreign one means not only to know the meaning and translation, but to mean the pronunciation, spelling, connotations, context where it can be used, structure, the expressions in which it can be used, prefixes and the suffixes, variety of meanings it may possess, its synonyms and antonyms, so as knowing how to use it in the right communication situations [9, p. 315].

If a student is just presented with a new word out of an exact context, it is written on the blackboard and provided the translation, the probability that he will look in the dictionary after that is quite big. It is important for the students to interact with new words, do something concrete with these words and word combinations, like: to look for them in the dictionary, make up sentences, play a game like hangman, create a context in which it can be used. The way a word is presented to them must have a wide range of class activities, raise their interest, motivate them to remember it, amuse them, etc. [8, p. 82].

Well, no matter what technique is supposed to be used by the teacher to present a new word, it is important to note that teaching vocabulary is a long and complex process that requires creativity and dedication on behalf of the teacher, and on the part of the students: attention, time, analysis and training. As such, the ultimate result might serve the creation of a "two – way road" of the process of studies – on the side of the teacher and on the side of the students.

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НОМИНАТИВНЫЕ ЕДИНИЦЫ С СИНКРЕТИЧНОЙ СЕМАНТИКОЙ В ЯЗЫКОВОЙ КАРТИНЕ МИРА

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Summary

The article is about the unequal role of nominative elements in Linguistic World-images. Nominative elements of syncretic semantics reveal quite well some personal characteristics relevant