

Efficiency of Teaching Vocabulary in ESP Classes

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ABSTRACT--- Vocabulary learning is an important and indispensable part of any language learning process. It is the element, which links the four skills of speaking, listening, reading and writing all together. The author of this article focuses on the effective ways of teaching English vocabulary of the intermediate level students. Some ideas are taken from the books of such well-known researchers Folse, Harmer, Krashen, Allen that gives suggestions to teach English vocabulary effectively.

Keywords--- vocabulary; language learning; teaching methodology; language acquisition; cognition; activity; technique

I. INTRODUCTION

Generally speaking, learning a second language means learning several aspects of that language, write Harmer. These aspects involve “vocabulary, grammar, pronunciation, composition, reading, culture and even body language”. There is no doubt that all these aspects are important and necessary for the ESL learner. However, some of them may be more valuable than others. When starting to learn a foreign language, vocabulary is taught at first. For many English learners, a greeting “hello” may be considered as the first word they picked up and at the same time, this word can help them to have (even a short and simple) conversation in a foreign language. Thus, without basic vocabulary knowledge you cannot lead any communication and as Harmer points out, in learning a foreign language it is vocabulary that provides the vital organs and the flesh. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way.

While the quantity of speculations about vocabulary learning process were given, despite everything it remains the matter of memory. In this way, there are a few general standards for effective showing , which are substantial for any technique. As indicated by Wallace, 1988 the standards are: -

- point – what is to be educated, which words, what number of
- require – target vocabulary ought to react understudies' genuine needs and interests
- visit introduction and reiteration,
- important introduction – clear and unambiguous meaning or reference ought to be guaranteed

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Vocabulary and learning it is a routine with regards to confused process. The understudies' plan to be come to in learning vocabulary process is fundamentally their capacity to review the word freely and to remember it in its talked and composed frame. For the most part, knowing a word includes knowing its frame and its significance at the essential level. In more profound viewpoints it implies the capacities to know its

- 1) Meaning, i.e. relate the word to a suitable protest or setting
- 2) Usage, i.e. information of its collocations, analogies and maxims, and also style and enroll (the suitable level of convention), to know about any meanings and affiliations the word may have
- 3) Word development, i.e. capacity to spell and articulate the word accurately, to know any determinations (satisfactory prefixes and additions),

4) Grammar, i.e. to utilize it in the suitable syntactic frame unlike the learning of sentence structure, which is basically a lead based framework, vocabulary information is to a great extent an issue of gathering singular things. The general lead is by all accounts an issue of memory. What's more, amid the way toward instructing and learning vocabulary a critical issue happens: How does memory work? Specialists into the workings of memory recognize the accompanying frameworks

- short– term store
- working memory
- long– term memory
- Short - term store

Here and now store is the mind ability to hold a set number of things of data for timeframes up to a couple of moments. It is the sort of memory that is engaged with rehashing a word that you have quite recently heard the educator demonstrating. Yet, fruitful vocabulary learning includes more than holding words for a couple of moments. To incorporate words into long - term memory they should be subjected to various types of tasks. Working memory focuses on word sufficiently long to do tasks on them. What does it mean? It implies the data is controlled with the assistance of the faculties from outside sources or potentially can be downloaded from the long haul memory. Material stays in working memory for around twenty seconds. The presence of articulator circle empowers this new material handling. It works somewhat like audiotape going cycle around once more. It guarantees the transient store to be kept revived. The capacity to hold a word in working memory is a decent indicator of dialect learning inclination. The better capacity to hold words in working memory the smoother the way toward learning outside dialects is.

It is another sorts of memory which can be viewed as sort of filling framework. Long haul memory does not look like working memory, which has a constrained limit and no perpetual substance, this sort of memory has a colossal limit and its substance are solid after some time. In any case, to guarantee moving new materials into perpetual long haul memory requires number of standards to be taken after, portrayed by Thornbury, (2002):

Repetition – It is critical to experience the redundancy with words and furthermore they are valuable and viable. On the off chance that the word is met a few times over space interim amid perusing exercises, understudies have a decent opportunity to recall it for quite a while. Recovery - another sort of reiteration. Exercises, which require recovery, for example, utilizing the new things in composed errands, help understudies to have the capacity to review it again later on.

Spacing – it is valuable to part memory work over some undefined time frame as opposed to mass it together in a solitary square.

Pacing – to respect distinctive learning styles and pace, understudies ought to be in a perfect world given the chance to do memory work independently.

Use – putting words to utilize, ideally in a fascinating way, is the most ideal method for guaranteeing they are added to long – term memory. This is alleged "Utilize it or lose it" standard.

Cognitive **depth** – the more choices understudies make about the word and the all the more intellectually requesting these choices are, the better the word is recollected.

Personal **organising** – personalisation altogether expanded the likelihood that understudies will recall new things. It is accomplished primarily through discussion and pretending exercises.

Imaging – effortlessly envisioned words are preferable essential over those that don't bring out with any photos. Indeed, even theoretical words can be related with some psychological picture.

Mnemonics – traps to help recover things or standards that are put away in memory. The best sorts of mental aides are visuals and watchword procedures.

Inspiration – solid inspiration itself does not guarantee that words will be recalled. Indeed, even unmotivated understudies recollect words in the event that they have to confront proper undertakings.

Attention – it isn't conceivable to enhance vocabulary without a specific level of cognizant consideration. For a long time, there were diverse assessments on "the part of lexis" and this prompted excluding vocabulary from the fundamental focal point of taking in an outside dialect previously, puts it Harmer includes that less consideration was paid on learning vocabulary in strategy than any of the perspectives said above, particularly language structure. What was more, vocabulary has been changed or even erased from numerous course readings and educational module, he states. These days, luckily, numerous etymologists have changed their conclusion on instructing and learning vocabulary and they have understood that the information of vocabulary is as imperative as the information of sentence structure. Likewise, as Folse says, "vocabulary is the most essential segment" in taking in an outside dialect. Along these lines, as of late, more significance is put on "instructing, picking up, obtaining, putting away, remembering and reviewing" lexis. From the students' perspective, the obtaining of vocabulary is perhaps the most continuous technique when taking in another dialect, brings up Folse . Bowen and Marks trust that it is "their essential need." Although, learning vocabulary can be extremely "disappointing", as well, Folse concedes. Furthermore, unmistakably knowing vocabulary empowers the ESL students to impart in L2. As Herbertson, "vocabulary information empowers dialect utilize and in this manner correspondence." Therefore, the more vocabulary they know, the more they can convey what needs be in L2. Moreover, she clarifies that it is difficult to peruse or tune in without vocabulary learning. She additionally asserts that notwithstanding for some local speakers there is continually something new to get with vocabulary and it is vital for the students to go ahead with learning lexis keeping in mind the end goal to better comprehend the remote dialect also.

Likewise with different themes, it is vital to focus on specific aspects keeping in mind the end goal to make the focused on progress in vocabulary teaching:

1. The words ought to be educated to students through exercises fitting to their age level.
2. The words which instructed to the understudies ought to be picked by the level of training.

3. The words shouldn't be educated by heart in a rundown; words ought to be instructed in setting, as instructed in real life Focused Method.

4. Vocabulary instructing ought to be effectively focused through open and actionable assignments, as featured in the Common European Framework of Reference for Languages.

5. Vocabulary instructing ought to be focused on the everyday undertakings which utilized for the most part and likewise with dialect levels as stressed in the Common European Framework of Reference for Languages.

6. To students notwithstanding the utilization of words on the standard level, their utilization in various social settings from sociolinguistic point of view ought to likewise be acquainted from time with time.

- Following acquisitions are normal from the students:
- Be ready to perceive words that are every now and again required in day by day life on an outside dialect.
- Be ready to utilize the words which he/she learned while performing verbal and composed correspondence and activity on an outside dialect.
- Be ready to recognize words compose, for example, thing, descriptor, modifier, verb, and relational word.
- Be ready to utilize words, for example, thing, descriptor, modifier, verb, relational word, and conjunction in redress puts in sentences. Be ready to perceive inferred structures, for example, names, modifiers, qualifiers, verbs, compound names by taking a prefix and postfix of a word.
- Be ready to perceive the different employments of words in various settings.

II. PRESENTING THINGS, THINGS, OBJECTS, CREATURES, AND SO FORTH

Visual components work best with solid things, however attempt to go past cheat sheets and outlines. Attempt to utilize genuine items at whatever point conceivable, or even sounds, smells, and tastes. Offer to the greater part of your students' senses!

Contrary energies, as "large" and "little", "long" and "short", are typically outlined with pictures, however here's another situation where realia will enable you to educate new descriptive words; the utilization of genuine items is magnificent for words like "delicate" and "harsh", descriptors that may set aside valuable minutes of class opportunity to clarify. For further developed modifiers, such as "dazzling", "lovely", "fabulous", "gigantic", or "massive", acquire photographs of acclaimed sights from around the globe like the Louver, Egyptian pyramids, the Eiffel Tower, and so on... at that point utilize these new descriptive words to portray these spots in ways that obviously outline their significance.

➤ **Presenting abstracts**

There are things you essentially can't educate with a cheat sheet. What works best in these cases are equivalent words, definitions, substitutions, or basically putting understudies inside a given setting. Think about this basic case: To instruct the contrast amongst "right on time" and "late", remind understudies what time class starts, at that point express that the individuals who land before this time are "early" while those that touch base after this time are "late".

➤ **Bingo**

Bingo is a standout amongst the most flexible diversions utilized by ESL educators. For more young students, make bingo cards with delineations, and get out each word. For the individuals who can read, do the inverse, make the cards with words, and at that point draw the cheat sheets from a pack. For adolescents or grown-up students, you can make cards with the definition and get out the words, or the other way around.

➤ **Coordinating**

Another sort of activity with endless potential outcomes understudies might be required to coordinate alternate extremes, equivalent words, or a word with its definition, and also a photo to a word. Fill in the spaces (with choices)

Pass out a bit of composed content (anything from a portrayal, tune, letter, to even a short story) with clear spaces that must be filled in from a rundown of words. You can adjust this to longer messages, and furthermore have longer word records.

➤ **Producing vocabulary**

Descriptions

From a daily paper photograph of a current occasion to an individual record of a current trek, there are incalculable things understudies can portray while putting new vocabulary to great utilize. This goes for both oral and composed depictions. You may give them some direction, such as demonstrating that they need to use no less than five descriptors in their depiction, or five words identified with sports, climate, and so forth... to no direction by any stretch of the imagination.

Fill in the blanks (no alternatives)

Supply understudies with a bit of composed content with clear spaces that should fill in with any word that fits. You may give them signs for each space, similar to "thing", "descriptive word" or "intensifier", on the off chance that they are propelled understudies. You would then be able to peruse a few so anyone can hear to contrast the diverse words utilized with fill in each clear.

Mind maps or conceptualizing

Advise understudies they have to consider words they can use to depict the climate. State "climate" at the focal point of a chalkboard or whiteboard and circle it. Compose each word provided by understudies as "beams" that shoot out this circle. They should answer with already showed words, similar to "cold", "searing", or "mellow". You may even have sub-hovers shooting off to the side for winter, summer, and so on... words. This works awesome for vocabulary audit lessons. Think about what I am supposing Students alternate depicting something, similar to a place: "I'm thinking about a place that is so tremendous it takes guests hours to see every last bit of it. It has shocking centerpieces. It is a stunning building, extremely old, yet with a cutting edge glass pyramid in the front." Students be as clear or as obscure as they prefer. Indeed, even minimal ones can do this with basic portrayals: "It's a creature. It has a long neck and enormous dark colored spots." Or basically express a progression of words: "Africa, highly contrasting, stripes".

It is smarter to show vocabulary in setting, as it were, instruct exceedingly expressive modifiers when the lesson is about movement. On the other hand garments and frill when you are looking at shopping. Never educate a rundown of words because, or understudies will not have an opportunity to rehearse this new vocabulary.

On a last note, make sure to take into account diverse learning styles or various insights. Utilize melodies and music, genuine protests, or riddles, yet teacher should blend as much as possible. Keep in mind the distinction amongst perceiving and creating words: to hone acknowledgment the words must be provided by teacher; at that point, understudies utilize them to fill in spaces or match them. For understudies to successfully and precisely deliver vocabulary, they need to precipitously review the words.

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