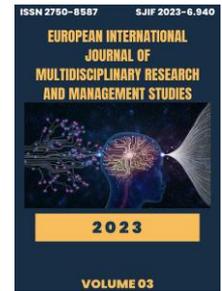


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EFFECTIVE TEACHING STRATEGIES FOR STUDENTS' NON-LINGUISTIC SPECIALTIES USING THE VOCABULARY OF THE ENGLISH LANGUAGE

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ABOUT ARTICLE

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Abstract: Throughout our lives, we continue to learn and hone our vocabulary, which is an endless skill. Even though some vocabulary is picked up implicitly through daily interactions, it's still critical to intentionally teach more sophisticated and technical vocabulary. We cannot rely on chance and assume that students will acquire the more than 50,000 words they need on their own to communicate successfully in academic settings as well as outside of them.

INTRODUCTION

According to Eric Hirsch Jr., an American educator, "The size of the vocabulary is a convenient indicator of a number of educational achievements and abilities - not only reading, writing, listening and speaking skills, but also general knowledge in the field of science, history and art."

Communication is based on vocabulary. Everyone agrees that communication, in any form, is the primary motivation for learning foreign languages. This is a two-way process that necessitates mutual understanding, the capacity to encode messages that one wishes to send to another in a way that both makes sense to the recipient and takes into account each participant's unique circumstances and status. [2: 14]

In addition, vocabulary is becoming more and more crucial in the realm of digital addiction. You can choose the appropriate spelling with autocorrect, but you can't depend on it to select the appropriate value that fits the context. Context and repetition are the two things that students need to understand

about the words they learn and then use in speech. These are the two components of vocabulary learning.

When teaching vocabulary, there are a few important considerations to make. There have been three levels of vocabulary identified over the last 20 years. Understanding these levels is essential for teachers to make the best word choices for their classes, from the first to the last day.

The first level contains high-frequency words like "dog," "good," "phone," and "happy," which are fundamental terms in everyday language. Most students typically pick up these words quickly and without the need for any extra practice. However, explicit training is necessary in order to memorize homophones or polysemous words. The vocabulary required comprehending and articulate complicated concepts in an academic setting are second-level words. Words like "formula," "specificity," "calibrate," and "hypothesis" is used at this level.

These terms are frequently used across a wide range of topics and subject areas, and their effective application may indicate a sophisticated command of academic language. The third-level vocabulary is uncommon and is typically reserved for specialized topics or subjects; in other words, it is used in scientific discourse. For instance, the terms "orthography," "morphology," and "etymology" are used in the field of linguistics, whereas the terms "circumference" and "quantum" are used in the fields of mathematics and physics. While some of these words have a specific use and goal, others can be words from both the first and second levels. Within the context of a particular educational unit, these words ought to be taught in relation to their meaning and function.

Many factors, including a professional orientation, skillful lexical material selection, the selection of efficient methods at every stage of working with it, and the development of internal motivation, are critical to the success of teaching English vocabulary. [3: 4; 96]

The active involvement of all forms of memory is crucial to the efficient and quick memorization of vocabulary. These include visual memory, which is developed through reading and writing words; auditory memory, which is developed during oral speech and the perception of a foreign language by ear; motor memory, which is related to the function of speech organs and the act of writing words down; and, lastly, logical memory, which is used to comprehend and think through the acquired material in its entirety. When discussing various memory types, it's crucial to note that motivation—or the state in which one is in when it comes to memorizing words and phrases—as well as personality type, aptitude, and prior memory training all have a significant impact. As a result, modifications must be made to the

ways in which students perceive the material. For instance, kinesthetic is better retained when a student walks, writes, or prints while learning it.

It is recommended that an audial learner listen to audio and video recordings more frequently (perhaps even closing his eyes on purpose), while a visual learner should study picture and photo dictionaries, make use of colored markers, and create visual diagrams. To improve the effectiveness of word memorization, you can ask students to take a test to find out which type of memory they have developed to a greater extent. Every teacher's job is to impart to their students the most effective strategies for assimilating new words while fully using their memory. It's critical to comprehend the nature of vocabulary in order to select effective teaching methods that will enable students to acquire the vocabulary necessary for both reading comprehension and reading comprehension. Key (important) words and functional (service) words make up the dictionary. Common words like "are," "that," and "to" are examples of functional words. Nouns, verbs, adjectives, and adverbs with meanings like "flower," "eat," "beautiful," and "sad" are examples of significant words. Furthermore, both concrete and abstract words are included in significant words. Certain words, like "automobile," can be taught by demonstrating the object in a picture or by using a real one.

Harmony is one of those abstract terms that is best learned by example. In conclusion, a word can be classified as belonging to the technical vocabulary or the general vocabulary. Words belonging to technical vocabulary, like mitosis, are associated with a particular topic or content area, whereas words belonging to general vocabulary, like giant, are not.

The selection of the word group that students will learn is the first stage in the planning of vocabulary learning. It is advisable to make a few suggestions that could come in handy during this decision-making process.

Select terms that are widely used or generally beneficial to students, as these will be words they will come across frequently and thus embody common knowledge. Steer clear of teaching words that are uncommon to students. Select vocabulary that is not typically self-acquired and is essential to academic success. Highlight the terms that are essential to the reader's comprehension of the passage or study unit. Being able to inspire, lead by example, acquire, expand, and retain lexical knowledge while providing insightful feedback that directs the learning process are all necessary for effective vocabulary learning.

Pupils ought to be aware of the advantages of having a large vocabulary. Like with any training, some students might be interested in learning more, while others might need convincing to embark on this "journey to the land of knowledge."

Several methods and resources are available to boost motivation:

- Find time and a means to illustrate the importance of having a large vocabulary. - -Incorporate word learning into the lesson plan.
- Use puns, jokes, and other humorous devices to get students more interested in learning words, especially those with multiple meanings.
- Select a word of the week and assign a creative use task for it in the classroom.

Teachers should know which skills should be developed first and, if needed, model them in order to help students develop a rich vocabulary. Give the words a thorough, precise pronunciation. Proper pronunciation is essential for students to build strong connections between written and spoken language, even though "typical mistakes and pronunciation problems (I lived for two years in Brazil) will not lead to communication problems" [5:37]. Syllabification can be used to help explain each component of a word. The relationship between vocabulary and spelling is quite strong. Students must be ready to write new words in order to access their vocabulary in both passive and active contexts.

Provide a definition that students will find understandable. Dictionary interpretation necessitates a significant vocabulary due to their concise format. Providing students with dictionaries and thesauruses alone won't provide them with all the information they need to comprehend word meanings. Provide a definition that fits the students' background, experience, and current vocabulary.

When working with new vocabulary, it is best to use electronic dictionaries, which not only vastly outnumber printed books in terms of volume but also enable quick word or phrase searches. Additionally, because language is a reflection of people's real lives and cultures, electronic dictionaries tend to have a higher number of neologisms. For the simple reason that "paper" dictionaries cannot adequately reflect all new vocabulary because they take too long to develop. As a matter of fact, a large number of dictionaries that emerged during the mid-1900s are extremely antiquated. Many new words are just absent, and many old words are not defined in their current contexts.

This has become particularly clear in relation to the growth of the Internet, where the majority of Web pages are composed of English texts written in a lively, modern language that incorporates slang and colloquial vocabulary. The only way to get around this issue is to use electronic dictionaries. Electronic

dictionaries are an example of mass software products that are known for their frequent version changes and continuous user feedback from thousands of users. (6)

In addition to transcription, electronic dictionaries also provide word pronunciations and examples of sentences or phrases that contain a given word. Give students the chance to master reading, writing, speaking, listening, and comprehending new vocabulary in context. The best way to remember them is to use words. The following techniques can assist students in strengthening their vocabulary:

Teach pupils to identify new words. Associating unfamiliar words with a real-world object is the most effective way to aid students in memorizing new words. Real objects are preferable to pictures and cards. More abstract terms are more difficult, but with more thought and effort, you can locate an appropriate picture or object to help students comprehend and grasp a new word.

Giving pupils the chance to work with words and expressions will help them to retain the new material. Activities like "word bingo" and "fill in the blank" can be used in the classroom to help students make meaningful connections between the words they enter. Psychologists have discovered that students don't fully absorb new words until they have used them in a variety of exercises for at least six to eight repetitions. As a result, the exercises ought to be varied and encourage students to use lexical meanings when practicing their speech.

Engaging in activities like mental mapping, filling in the blanks (without providing an option), and using a word in a sentence help students learn how to use words as tools for communication and meaning formation.

In order for English vocabulary instruction to be effective, teachers must be able to "master the ideas of modern education and whether they will implement these ideas into the practice of teaching a foreign language." [283 at 7]

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