TEACHING ENGLISH VOCABULARY THROUGH VOCABULARY CLASSIFICATION TECHNIQUES

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ABSTRACT: - Students must begin learning vocabulary after it has been presented and often before it has been practiced. While practicing and applying vocabulary is an important part of the learning process, students often require time to process a vocabulary item. The first step is to figure out how to record various aspects of the word - What do words mean? to get an idea of how difficult it is to know a word. It is critical to keep a word somewhere accessible or to keep it in mind. In teaching English vocabulary to students through vocabulary classification techniques, we can group words and develop their learning and use of meanings more easily through classification techniques.

KEYWORDS: English vocabulary, classification techniques, techniques.

INTRODUCTION

Words are the building blocks of a language, and as such, vocabulary acquisition is critical. Students can express themselves more fully and confidently as their vocabulary grows. Having a limited vocabulary, on the other hand, can have a negative impact on how students communicate.

Teaching vocabulary should go beyond the use of common methods such as word searches, crossword puzzles, gap fills, and vocabulary journals in which students write definitions of new words. While these are useful, other approaches, such as contextual exposure to target vocabulary, can be more effective. Focusing on practice that requires students to use target vocabulary through productive skills such as speaking and writing is also beneficial.

Vocabulary instruction is a broad and complex subject. The goal of this study is to introduce some useful and practical ideas to help make this important area of language teaching a little easier. The study begins by introducing some classification of vocabulary, simple but effective vocabulary teaching techniques, and then moves on to discuss vocabulary

acquisition, learner needs according to level, learning through context.

Encourage students to use their imaginations to come up with their own ways of memorizing words based on their repertoire in order to consolidate the way they link new words to familiar ones.

Advanced students may become dissatisfied if they believe their vocabulary learning has plateaued. This is common because they are already familiar with the most common general words in the language. Consider increasing their exposure to academic vocabulary, which will be far less familiar but far more likely to be encountered in future academic and professional life.

Theoretical Background

To understand a piece of text, ESL students must first understand the meaning of the words, as well as the syntax and context in which it is read. Munk quotes Fischer (1994) and explains that words should be drawn from authentic reading and listening experiences in which students encounter words in various contexts of language. According to this theory, students can begin to understand certain words as they read them in a story or sentence, and the phrases immediately before and after the target words are indicators of the word's meaning. Context includes sentence grammar and word meanings; a paragraph; and an entire story or other text. Context is also understood to include the reader's expectations and purposes for reading, as well as various aspects of the location and situation in which the person is reading, and even the person's culture and times—in short, the reader's entire background of knowledge and experience (Brown, 1997).

Structured vocabulary notebook exercises that require students to focus on a specific set of vocabulary words are an excellent way to develop the concept of noticing (Nation 2002). According to Li-na (2010), "weak vocabulary knowledge frequently results in poor reading comprehension, and low vocabulary causes problems for many middle elementary students' reading comprehension." She also claims that this issue has far-reaching consequences, particularly for students entering the intermediate grades, because reading expectations shift from learning to read to reading to learn.

Time spent reading benefits both students with low and high literacy skills; vocabulary learned from context and comprehension are thus improved if the difficulty of the material presented is appropriate to the current reading level (Squires, 1995). Another approach from research has shown that time spent reading, both inside and outside of school, is essential for vocabulary development.

Appropriate techniques and strategies for the teaching of vocabulary

How lexis is grouped

Lexis is a linguistic term that refers to either the entire set of all conceivable words in a language or a subset of those words that are categorized according to some linguistic criteria. The term English lexis, for example, refers to all words in the English language, but English religious lexis refers to a subset of English lexis that only includes terms that are semantically relevant to the religious sphere of life.

The following are examples of lexical grouping:

Formulaic: It is based on semi-fixed expressions and highly likely word combinations.

Idiomatic: it adheres to usage norms and patterns

Metaphoric: Time and money, business and sex, systems and water all share a lot of the same jargon.

Grammatical: It employs criteria based on lexical corpus sampling.

Register- specific: In different circumstances, it employs the same word differently and/or less frequently.

Formulaic:

In the recent two decades, the term "formulaic language" has gained popularity, particularly in the United Kingdom. Its topic domain, multiword linguistic units, has been studied for at least a century, including early work on multiword units by Russian Jan Baudouin de Courtenay and Swiss Charles Bally. These beginnings have resulted in strong Continental research traditions in a discipline of philology/linguistics known as "idiom and phraseology" (see the separate Oxford Bibliographies page "Idiom and Phraseology" in Linguistics). The term "formulaic language" refers to two types of empirical data. The first is a part of linguistic understanding. On the scope of this domain, opinions differ.

Song lyrics, advertising jingles, play scripts, proverbs, and compound words are all examples of multiword sequences preserved in long-term memory, according to some researchers. A more conservative interpretation restricts the set of formulaic sequences to vocabulary items with grammatical structure, or phrasal lexical items. The linguistic units of formulaic language are commonly referred to as "formulaic sequences," but many additional terminology are used both inside and outside the formulaic language study community. The usage of multiword phrases in speech and writing—that is, a feature of language use—is the second empirical domain.

The use of technical terms in air traffic control speech, for example, is the subject of research in the second area. The identification of formulaic sequences, their place in language theories, their acquisition in first and second language learning, their function in speech production and perception, and their function in creating native-like speech and writing are all major research questions in these two domains.

Idiomatic:

Idiom, also known as idiomaticness or idiomaticity, is a language's syntactical, grammatical, or structural shape. Idiom refers to a language's actual structure, as opposed to potential but unfulfilled structures that may have evolved to serve the same semantic tasks but did not.

Grammar and syntax of languages are frequently arbitrary and unique to a single language or a group of related languages. Although it is idiomatic (considered as structurally accurate) to say "cats are associated with agility" in English, alternate forms such as "cats associate toward agility" or "cats are associated of agility" could have developed. Unidiomatic constructions seem strange to native speakers, despite the fact that they are typically perfectly understandable. The title of the classic book English as She Is Spoke, for example, is simple to grasp (the idiomatic counterpart is English as It Is Spoken), yet it departs from English idiom in terms of pronoun gender and verb inflection. Another form of idiom is lexical gaps.

Because their thoughts never look for, or hear, other alternative structures, monolingual native speakers in an insulated monolingual-native context are rarely aware of idiomaticity (the quality or state of a construction matching

the idiom of the given language). The key exception is when they hear children's natural language acquisition experimentation, when they may meet, for example, overregularization (for example, I seed two deers for I saw two deer).

To native-speaking monolingual minds, solecism often sounds childish as a result of this correlation. Adults studying a foreign language, on the other hand, become acutely aware of idiomaticity and its absence. For example, using an indefinite article to describe a person's occupation is idiomatic in English (I am a plumber; she is an engineer), but it is not in Spanish or many other languages (soy plomero; ella es ingeniera), and a native English speaker learning Spanish must confront and accept this fact in order to become fluent.

Metaphoric:

A metaphor is a figure of speech that directly refers to one thing by referencing another for rhetorical effect. It may clarify (or obfuscate) a situation or reveal hidden commonalities between two concepts. Antithesis, hyperbole, metonymy, and simile are all examples of figurative language that are sometimes related to metaphors. "You're a peach!" exclaims the narrator. We've all heard the phrase, and it's an excellent example of metaphor. A metaphor is a figure of speech in which a word or phrase denoting one kind of object or action is substituted for another to suggest a similarity or analogy between them: the person addressed in "you're a peach" is being compared to a peach, with the implication that the person is pleasing or delightful in the same way that a peach is pleasing and delightful. In contrast to the explicit comparison of the simile, which employs like or as, as in "a voice smooth like silk," a metaphor is an inferred comparison, as in "the silk of the singer's voice."

When we utilize metaphor, we go beyond a reasonable, meaningless comparison to an identification or fusion of two items, resulting in a new entity with features of both: the voice is silk, not silk like silk. Many opponents see metaphor creation as a method of mind that predates or bypasses logic. Although metaphor is widespread on all levels and in all sorts of language, it is the core language of poetry.

Many of the phrases we use on a daily basis were once vibrant imagery, but they now exist as dead metaphors whose initial aptness has been gone. For example, the name daisy comes from an Old English word that means "day's eye." The daisy's ray-like look, which opens and closes with the sun, is reminiscent of an eye that opens and shuts in the morning and evening. Time is metaphorically associated with a bird in the statement time flies.

Grammatical:

A grammatical category is a group of units (for example, nouns and verbs) or attributes (for example, number and case) that share a set of qualities.

They are the fundamental elements of language that enable us to communicate with one another. However, there are no hard and fast standards for defining these common characteristics, making it difficult for linguists to agree on what constitutes a grammatical category. Grouping words together depending on their class is one of the simplest ways to build grammatical categories. Classes are groups of words that share formal features like inflection or verb tense.

To put it another way, grammatical categories are groups of words that have similar meanings (called semantics.)

There are two types of classes: formal and informal.

• lexical

• functional

The lexical class includes:

• nouns

• verbs

• adjectives

• adverbs

The functional class includes:

• determiners

• particles

• prepositions

• modals

• qualifiers

• question words

• conjunctions

• other words denoting position or spatial relationships

You can make grammatical categories like this using this definition:

Actions are denoted by verbs (go, destroy, buy, eat, etc.)

Entities are denoted by nouns (car, cat, hill, John, etc.)

States are described by adjectives (ill, happy, rich, etc.)

Adverbs describe how something is done (badly, slowly, painfully, cynically, etc.)

Location is indicated using prepositions (under, over, outside, in, on, etc.)

The defining qualities of a word can be used to further divide grammar groupings. Number, gender, case, and countability are all subcategories of nouns, for example. Tense, aspect, and voice are all ways to divide a verb.

A word can be categorized into multiple grammatical categories. A word, for example, can be both plural and feminine.

Register- specific:

The register is defined in linguistics as the way a person utilizes language differently in different situations. Consider the words you use, your voice tone, and even your body language. When you're conversing with a friend, you probably act very differently than you might at a formal dinner party or at a job interview. In linguistics, these variations in formality, also known as stylistic variance, are referred to as registers. They are influenced by a variety of elements, including the social occasion, setting, purpose, and audience.

Most linguists believe there are five distinct registers:

Frozen: This register is also known as the static register since it refers to historic language or communication that is meant to be preserved, such as a constitution or a prayer. The Bible, the United States Constitution, the Bhagavad Gita, and "Romeo and Juliet" are all examples.

The formal register is employed in professional, academic, or legal environments

where communication is expected to be respectful, unbroken, and restricted. It is less rigorous but still constrained. There is no slang, and contractions are uncommon. A TED lecture, a business presentation, the Encyclopedia Britannica, and Henry Gray's "Gray's Anatomy" are all examples.

Consultative: When chatting with someone who has specialized knowledge or who is offering advise, people frequently employ the consultative register. If the relationship is long-standing or friendly, the tone is frequently respectful (usage of courtesy titles), but it can also be more informal (a family doctor.) People may hesitate or interrupt one another, and slang may be employed. A local TV news program, an annual physical, and a service provider such as a plumber are all examples.

Casual: When people are around friends, close acquaintances, coworkers, and relatives, they utilize the casual register. It's certainly the one that comes to mind when you consider how you communicate with others, especially in a group context. People may use expletives or off-color language in various situations, and slang, contractions, and vernacular grammar are also widespread. A birthday celebration, for example, or a backyard BBQ.

Intimate: Linguists say this register is used primarily for exceptional events, usually between only two persons and in private. A simple private joke between two college mates or a word whispered in a lover's ear can be considered intimate language.

What is meant by similarity, association, lexical sets, collocation

Similarity

Lexical similarity is a metric used in linguistics to compare the word sets of two different languages. Lexical similarity of 1 (or 100%) indicates complete vocabulary overlap, whereas lexical similarity of 0 indicates a lack of shared words.

The lexical similarity can be defined in a variety of ways, and the outcomes vary correspondingly. For instance, the computation approach used by Ethnologue compares a regionally standardized wordlist (equivalent to the Swadesh list) and counts the number of forms that exhibit form and meaning similarity. Using this technique, it was determined that French and German have a lexical similarity of 27% and 60%, respectively, with English.

Lexical similarity can be used to gauge how closely related two languages are genetically. The likelihood that the two languages being compared are related dialects is typically indicated by percentages above 85%.

The degree of phonetic, morphological, and syntactical similarity between the two languages is also important for their ability to be understood by one another, therefore lexical similarity is only one indicator of this. This is affected by the changes brought on by different wordlists. For instance, there is a significant similarity in lexical categories related to culture between French and English, although this similarity is less pronounced when it comes to basic (function) words. Lexical similarity, as contrast to mutual intelligibility, can only be symmetrical.

Associations

One of the hardest skills for EFL and ESL students to learn is vocabulary. Why? The majority of students, in actuality, are merely looking for the native tongue equivalent of the unfamiliar English word. They are not connecting any kind of mental picture to the new vocabulary.

Our native tongue is acquired through word associations. In other words, when we encounter new words, our senses trigger mental images of both concrete and abstract terms. For instance, when we hear and see the word "sweet," we perceive it in the form of cookies, sweets, cakes, and ice cream, which we can also smell and taste. Here we will go into detail about some experiences instructing EFL and ESL students in word association vocabulary instruction.

The main point of our class is to describe how to employ new terms with connotations. We really believe that a word is not a part of our vocabulary if we cannot utilize it. What should we do? We'll use a few as examples. Let's start by thinking about the new term "tasty" that is being taught to the kids. We will ask the students to come up with any terms or items they are familiar with that are related with the word "tasty" after we have explained in simplified English that "tasty" implies good to eat or delicious.

What do pupils imagine or think about when they hear or see the term "tasty" at that point? Words like "French fries," "steak," "ice cream," and "fried chicken" are usually offered by students. We provide the connections of "top student in the class," "Bill Gates," "Microsoft," and "United States" for abstract words such as "ambitious" as examples of people, businesses, and nations that have worked exceedingly hard to attain success. In addition, we might suggest that the students come up with additional words to include in their lists of associations, which they copy into their notebooks.

To gauge how successfully our students have mastered the use of new terms with connotations, we create exercises and examinations. Students are required to match new language to its connotations during the test or activity. For instance, we may bold the four new words, "tasty," "bitter," and "vanilla," and ask my students to fill in the blanks to connect these terms with the following associations.

Medicine, coffee, and tea _____

Cake, ice cream, and cookies _____

French fries, steak, and cake _____

Seasoning, plant, and pudding _____

Students should be capable of using new words in sentences if they have learned the use of new terms with associations. We might create multiple-choice or matching tasks in which students must select the right word to put in a phrase in order to assess their proficiency in doing this. When assessing the students' command of the adjectives tasty, bitter, and sweet, for instance.

The majority of our kids appreciate this method of teaching and learning, and it was highly effective when used in the classroom. Students won't ever be able to understand the meaning of a word and properly utilize it in speaking and writing unless they have a mental image of the term they are learning. Students should also be mindful of connotations as opposed to the denotations they discover in dictionaries as they expand their vocabulary.

Lexical sets

A lexical set is made up of a collection of words that all pronounce the same sound in the same variety. For example, the pronunciation that speakers of a variety have for the sound that is /ae/ in Received Pronunciation is referred to as the lexical set TRAP. It is then assumed that the speaker will use [a] or [] in all other words that contain this vowel, such as BAD, LATTER, and SHALL, that is, in the words that make up the lexical set, if they use [a] or [] in TRAP. This

has the benefit of allowing one to refer to the vowel in the lexical set TRAP rather than the realization of the / vowel in variety X, which can be phonetically fairly distant from [].

Present-day second language textbooks frequently introduce vocabulary in semantic clusters. For instance, students are instructed to learn 20 new terms related to the topic of "food." Lexical sets are another name for these semantic categories. A specified collection of words that share some formal or semantic characteristics is known as a lexical set. Word pairs that are frequently offered together include opposites (hot-cold, long-short), synonyms (beautiful-nice-handsome-charming), and thematic terms (banana-apple-orange-peach). Many academics advise teaching words in lexical groups. Some of their defences include:

- Retrieving similar terms from memory is simpler.

- By examining how particular words relate to and differ from other words in the set, it helps to clarify their meaning.

- It illustrates how the brain stores this kind of information.

The process of learning a language may be hampered by the inclusion of new words in lexical sets. Although it might appear on the surface that teaching vocabulary through lexical sets would be simpler for students, research and practice indicate just the contrary. Compared to studying lexical sets, learners are more at ease acquiring unrelated terms. In practice, lexical set learning requires much more effort from the students, who have a harder problem remembering the set's terms. When learning words from lexical sets, interference can happen for a variety of reasons. Those instances when previously learned or concurrently learned material interacted with one another are among them.

The fact that words in lexical sets were utilized in artificial, language-focused activities rather than in circumstances where they were meaningfully used to convey a message was another crucial factor that contributed to word amnesia.

Things to Do to Reduce Interference

Teachers must warn students about the risk of learning similar terms at the same time since interference occurs when acquiring vocabulary in lexical groupings. Here are the three basic ways that educators can reduce interference.

Present the objects at various times.

The most helpful elements are presented first (in order of frequency or requirement). When the first item has been fairly well absorbed, the subsequent one is introduced. To present the materials several days apart in this situation requires the teacher to exercise considerable time management and careful planning.

Use a variety of contexts

Different contexts can be utilized to introduce concepts like "cold" and "hot" if the teacher needs to convey both at the same time, reducing interference. Different collocates for "hot" (weather, summer, water) and "cold" can be used here (morning, meal, drink). When the teacher uses distinct collocates rather than the same collocates, such as "cold water," "hot water," "it is hot here," or "it is cold here," the students are better able to recall the differences between the phrases.

Employ visual aids

The degree of interference will be reduced in some way by using various visual cues for each piece of the set.

Although employing lexical sets is difficult, time-consuming, and tough, it improves

vocabulary retention and makes it easier to recall important information from memory. The methods described in the literature could make using lexical sets easier for teachers and students.

Collocations

A collocation is a group of words that occur together often in a given language. This may sound like an idiom or phrasal verb right now. This isn't always the case. Collocations are idioms and phrasal verbs, however not all collocations are idioms or phrasal verbs.

Because they make your language sound natural, collocations are crucial. By mastering collocations, you may make your English more idiomatic—that is, more like the speech of native English speakers. Let's look at the following instances:

I try to make my bed every morning. (NOT)

Parents usually tell stories to their children. (NOT)

Sean likes to surf the web before going to bed. (NOT)

The list of collocations is limitless, they are abstract, and they typically have no explanation. For pupils, this can be both perplexing and irritating. Many students wonder why some of their answers to writing assignments or Use of English exercises were incorrect. Unfortunately, the instructor will frequently be limited to saying "because that's how it's used." Unfortunately, it is the case.

Advanced pupils should be aware of the value of patterns like collocation. This point of view has a lot of support as the Lexical Approach gains ground. I concur that advanced students should understand the value of collocation, and I would even go so far as to suggest that as teachers, we should start promoting

collocations early in students' English learning careers so they are not just something that is taught later in the curriculum for more advanced students.

The type of "chunks" you will concentrate on at lower levels is one of the most important factors to take into account. By mixing the words they already know in fresh and helpful ways, students can improve their communication skills without having to memorize ever-growing lists of new, uncommon vocabulary.

Cognates and false friends

False friends and the possibility that your pupils' first languages may hinder their ability to learn English lexicon are two topics that receive a lot of attention. That is accurate up to a point. However, there are far more true friends than false for language learners who speak an Indo-European language that is spoken in Europe or ex-European colonies on other continents (i.e., excluding the Indo-Iranian branch).

The term "cognates" (from the Latin cognatus (blood relation)) refers to words that share a same origin and, as a result, look, sound, and signify the same things.

True and fake friends can have similar meanings. For instance, the English word night has cognates in several other languages, including French (nuit), German (Nacht), Dutch (nacht), Swedish (nat), Polish (noc), Spanish (noche), and more. These are all true friends because the meaning of the words is the same while the forms are related and easy to learn.

True friends

The following list of languages will be provided in brief:

French, Spanish, Portuguese, Italian, Romanian, and other Romance languages. Many words, especially those with Latin, Greek, or Norman-French roots, will be familiar to speakers of these languages in English. These are very prevalent in technical and "intellectual" fields, although they also contain several words that are extremely common.

Sometimes, speakers of these languages exhibit a propensity to choose well-known, cognate words rather of the more appropriate English words, thus we obtain

 I entered the house and extinguished the fire

instead of

 I went in and put the fire out

it, of course, also neatly avoids the phrasal verb.

Two groupings of Germanic languages with comparable vocabularies (and much else). English (supposedly; some prefer to describe to it as a North Germanic language), Dutch, and German, as well as a variety of small dialects and languages, are all North Germanic or Scandinavian languages and West Germanic languages.

These languages share a huge number of cognate words. Many of these words, such land, day, hand, old, young, many, good, glass, gold, etc., refer to some of the most fundamental ideas. Additionally, the languages share scholarly and scientific words.

Slavic languages have much fewer cognate words that are easily recognizable (although there are, in fact, very many hidden by orthographic and phonological changes over the centuries). The majority of words in English that speakers of these languages will recognize are intellectual and scientific terminology that are also used in other European languages.

There are numerous English borrowings in these languages as well.

Other languages (i.e., the majority of them) won't show any noticeable lexeme overlap. The implication is obvious: students from most linguistic origins will have a much harder time learning English terms than their more privileged European counterparts. They will require more patience, time, and recycling.

False friends

This is not the place to make a list of fictitious buddies for every language spoken worldwide. Many websites offer that service for particular languages. The Cambridge International Dictionary of English is an additional reliable resource.

However, it is important to remember that false friends can differ in degree of falseness. Many people are only deceptive allies under particular conditions. This includes terms that are exclusively used in specific settings in particular languages, such as the English word angst, which is derived from the German word for anxiety but is only used in psychological circumstances.

For instance, it is frequently remarked that speakers of various European languages have difficulty understanding the English term sensitive since it sounds similar to a word for sensible in those languages. However, sensibility also means sensitivity of feeling when employed in English. Jane Austen, interestingly, used it in that way.

Although the German word for sensibility is Sensibilität, the English word sensitive can also be translated as sensibel. Translations of the words sensitive and sensibility, for instance, include sensible and sensibilité in French, sensible and sensibilidad in Spanish, and sensibile and sensibilità in Italian.

At the end of this guide, there is a link to a different tutorial on this website that discusses cognates and false friends.

False buddies are English terms that look or sound like words in your language but have a different meaning. For instance, the English word empathetic refers to having sympathy for someone. It does not imply nice or welcoming.

Smoking is not a type of jacket in English; it is the -ing form of the verb.

False friends rely on the family of your first language. A word that is a false friend in Spanish is likely also a false friend in Italian, Portuguese, and French. If a German word means "fake friend," it will likely mean the same thing in Dutch, Danish, and so on.

The usage of loanwords frequently leads to the use of a word in a limited context, which may subsequently acquire new meanings not found in the original language in addition to establishing entirely false friends. For instance, the German word angst, which was imported into English in the area of psychology, originally meant "fear" in a general sense (as well as "anxiety"). However, it was later defined as "a neurotic feeling of worry and despair."

Additionally, the word "gymnasium" originally meant "a place for naked exercise" in Greek but was later confined to mean "a place for education" in German and "a place for exercise" in English, making them false friends in those languages as well.

Examples of written forms of the English word (the cognate) similar to the Latin.

Latin	English	Latin	English
Italia	Italy	fortuna	fortune
Aprilis	April	stomachus	stomach
medicina	Medicine	terribilis	terrible
oceanus	ocen	parentes	parents
honestus	honest	theatrum	theatre
planeta	planet	ruinus	ruin

CONCLUSION

Students must be exposed to new words on a regular basis for successful vocabulary acquisition. The acquisition process should be similar to that of first language vocabulary acquisition: context, associations, and constant exposure.

Students must be given opportunities to use vocabulary in memorable and meaningful contexts. Key factors such as how frequently the words are likely to be encountered and how important they are for producing effective communication should guide the selection of vocabulary learning activities.

Learning new words entails expanding one's vocabulary by relating new words to previously learned language. Consider building blocks and stacking one layer on top of another to consolidate vocabulary and lay a solid foundation for future communication.

Flexibility and creativity should also be considered when teaching vocabulary. The

teacher should avoid treating words as isolated and independent objects, and instead show students how they are used in sentences and how they can group with other words to form collocations. For example, in addition to determining the meaning of the word 'go,' it would be beneficial to associate it with the preposition 'to' and present it as 'go to' - preferably in a sentence.

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