

Developing Vocabulary Acquisition Strategies in ELT

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ABSTRACT

The purpose of this article is to identify the ways of teaching and enhancing students' vocabulary and learning skills through helpful strategies find the appropriate methods according to their levels and interest. The power of special techniques and particular use can be one of the helpful and easily memorable ways how to acquire a language with ease and delight. This research examined students' interest in the classroom, instructional strategies and alternative assessment promoting motivation.

KEYWORDS: *strategy, mnemonics, reinforcing, lexeme, interference*

Introduction

Turning to obtaining word- learning field, about 20 000 words can be acquired by an educated native speaker. Most adults who are learning ESL (English as a second language) are considered lucky, if they have obtained 5000 words (S. Thornberry, 2004, 21). Karen R. Harris claims that "Just to keep with their peers, the student need to learn between 2.000 and 4.000 words per year – that is 40-50 words in a week" (2007, 56). The Uzbek linguist I. Yakubov declares that the in the manual, which was composed and published by the authors of Uzbek State World Languages University in 2004, 1000 lexis on the first course, 1200 lexis on the second course, 800 lexis on the third course and 800 lexis on the fourth course, all in all 3800 lexis should be obtained in the Language based universities.

Literature Review

Nowadays it has been founded as the right way from the psychological point of view that signing and selecting the meaning of the lexeme, identifying and selecting words according to the language skills separately (2011, 106).

Anyway, how best in the learning field, student forget words. As the best remedy against forgetting, revising is mentioned firstly. It has been estimated that up 80 percentage of material is lost within 24 hours of initial learning. A study about the learners' retention or usage of a foreign language displayed that – absence of opportunity to use the language extended period of time – in the first three and four years quickly forgetting can happen. However, even in fifty years later very little further loss can occur. There are two factors can appear to influence retention. First, better retained words those are easy to learn. Secondly, the words learnt over spaced sessions can be better retained than in concentrated bursts – principles within no changes.

Interference from non - stop learning and recycling insufficiently may cause forgetting mainly. Regarding to interference, mostly, obtaining new language items leads to forgetting old ones. It is familiar to the teachers with the name "symptom of overload".

Recycling is valued as the best remedy against forgetting. According to Scott Thornberry, main factor to reduce

dramatically rate of forgetting is spaced review of acquired material. But repeating words in a simple way is not enough. Recycling them in different ways is much better way. His recommendation is that whether learners see or use a word in a different way from the way they first met it, then successful learning is achieved. (2004, 26, 27).

Methodology

As the evidence, discussed above, difficulty of learning items is considered mainly as one of the reasons of forgetting. Eventually, the question will emerge "What makes a word difficult?" Here are given some factors that some words make difficult than others:

- **Pronunciation:** According to the some researches, words with difficulties are also difficult to learn. Actually, difficult words contain unfamiliar sounds of some particular group of learners. For example, *lorry*, *regular* for Japanese speakers.
- **Spelling:** Cause of errors, either of pronunciation or of spelling is likely sound- spelling mismatches, and can contribute to a word's difficulty. For example, words contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *honest*, *cupboard*, *muscle*, *debt*.
- **Length and complexity:** Although long words seem to be no more difficult to learn than short ones, high frequency words demand to be short. Therefore, most learners wants to see them often, indicate the factor "learnability". For example, in polysyllabic words – such as in word families like *necessary*, *necessity*, *necessarily* – the thing that add to their difficulty is variable stress.
- **Grammar:** especially, grammar rules focused on usage of infinitive and gerund can cause some difficulties and avoiding from learning words or phrasal verbs are troublesome, because some of them are separable and some are not.
- **Meaning:** Learners often confuse the words, when two or three words are overlap the meaning. Moreover, polysemantic words, such as *since* and *still* are also problematic for some learners. It is undeniable that a learner has to learn all meanings of the given word in order to confuse in context. Anyway unfamiliar concepts also produce many difficulties while acquiring language.
- **Range, connotation and idiomaticity:** words are suitable to use in a wide range of contexts will be perceived as easier to learn than the synonyms with narrow usage. More precisely, words with stylistic constraints may result in problem. (2004, 27, 28)

Therefore, why do we forget information? "Decay theory suggests that unless we use the information that is stored regularly, it will slowly disappear from our memory. A second theory suggests that information in fact stays in our

memory, but we are unable to reach it. Cue-dependent forgetting is an idea based on experiment where subjects found they lists of learnt words but could remember them if they were given appropriate information to help them recall. With a cue, (It's a fruit when they were trying to remember the word "pear") student's performance was greatly enhanced (Article 2004, October, Remembering Vocabulary).

The main matter to achieve some kind of outcome besides learning words itself is to remember them. Indeed, remembering and reinforcing are the essential parts of getting knowledge.

The word reinforcement means "making something powerful, something made stronger.

David Martin claims that "Reinforcement is a way to learn and remember things, like a student who repeats the facts he has studied for a test over and over, or the ways we praise children when they share their toys or say "please" and "thank you" – reinforcement of the good manners we want them to use." (Article, Reinforcing vocabulary, November 2013). "Reinforcement is a consequence that occurs following a behavior that is likely to cause that behavior to occur again. For example, Fido sits, and you give him a piece of hot dog. You have successfully reinforced the behavior." gives her opinion Marthina McClay, Dog Trainer, Behavioral Counselor (article, Differential Reinforcement).

Mastering range of vocabulary of the target language is the essential part of learning process. According to David Martin, " ...some people believes that the precedence in the second language instruction should be taken by the learning of sounds, and instructions, nevertheless, a store of content words intimately related to the environment and experiences of the learner can make practice of these sounds and structures much more interesting. In the teaching vocabulary, words and concepts are inseparable. As Dale an O'Rourke state "vocabulary development is conceptual development". According to Yakubov, The process of reinforcing new words can be held in three steps:

The first step. 1) Being able to utilize new words by recognizing them; 2) being able to use words by finding them from given text; 3) responding according to the context.

This first step intends student to recognize word by listening, defining and utilizing in discourse, furthermore writing without mistakes are focused.

The second step. Learners have to find antonyms, synonyms of the obtained words, make sample sentences and, continue the provided structure.

The third step contains utilizing new words independently:

1. To make sentences;
2. To hold question- answer session;
3. To address translation and interpretation while using the very word in different situation and context;
4. To group words
5. To produce discourse cases and, having speaking based on these context and, accomplishing tasks.(2011, 120).

The researchers into the working of the memory actually will be differentiated in the following features which are justified by Scott Thornberry: short-term, long-term memory and working memory.

Uzbek linguist Jamol Jalolov stresses that because of obtaining words to a long term memory, regular reviewing and rapid revising each new word is the main demand on learning (2012, 161).

Conclusion

The word reinforcement can be used in relating to the support on building construction or the mechanical structures, however, the word can give us broader meaning as well. In addition, if you say I am going to reinforce the walls, in that case the very word can give us the meaning of "strengthening". For example, elaborating the notion by asking question in every class also can provide us meaning of reinforcement. In educational field the word reinforcement is mostly used on vocabulary or on reading.

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