

взаємодію керівника хору з учасниками хорового колективу та сприйняття музичних творів виконавцями і слухачами.

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ЗБАГАЧЕННЯ СЛОВНИКОВОГО ЗАПАСУ: ПРАКТИЧНІ СТРАТЕГІЇ ДЛЯ СТУДЕНТІВ, ЯКІ ВИВЧАЮТЬ АНГЛІЙСЬКУ МОВУ ЯК ІНОЗЕМНУ

У статті досліджуються стратегії навчання лексичних навичок, а також розглядаються основні аспекти інтерактивного навчання іноземної мови у зв'язку з необхідністю розвитку та вдосконалення комунікативних навичок студентів. Обґрунтовано та визначено основні функції використання відповідних методів і прийомів, які значною мірою сприяють ефективному вдосконаленню лексичних навичок. Вивчення іноземних мов стає все більш зростаючою вимогою сучасної освіти. Питання ефективних методів навчання завжди широко обговорювалося у світовому освітньому співтоваристві, оскільки пошук ефективних методів є завданням першорядної важливості.

Слід зазначити, що поглиблення словникового запасу стосується того, як люди розширюють кількість слів, які вони розуміють, вивчаючи нову мову. Знання слів у другій або іноземній мові є життєво важливим, оскільки читач зможе добре розуміти написаний текст, а мовець зможе передавати основні ідеї за допомогою лексики, навіть якщо він не розуміє, як створити граматично правильне речення.

Вивчаючи мову, студенти повинні зосередитися на стратегіях вивчення лексики. Основна увага приділяється пошуку перешкод, з якими стикаються студенти при вивченні лексики, та зусиллям, які можна докласти для їх подолання за допомогою інноваційних ідей для покращення вивчення та викладання лексики. Сучасні освітні технології, які використовуються для формування комунікативної компетенції студентів при вивченні іноземної мови, є найбільш продуктивними для створення освітнього середовища, що забезпечує особистісно-орієнтовану взаємодію всіх учасників освітнього процесу.

Обговорюються основні стратегії ефективних методів і підходів до навчання лексичних навичок. Протягом всієї роботи ми згадуємо про важливість вдосконалення стратегій навчання лексики у викладанні іноземної мови та різні фактори, які супроводжують цей процес і від яких багато що залежить.

Ключові слова: вивчення лексики, стратегії навчання, навички засвоєння лексики, джерела лексики, засвоєння лексики, просунуті студенти, які вивчають мову.

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VOCABULARY ACQUISITION: PRACTICAL STRATEGIES FOR ESL STUDENTS

The article investigates learning strategies of teaching vocabulary skills, as well as examines the main aspects of interactive learning of a foreign language due to the need to develop and improve students' communication skills. The main functions of using appropriate methods and techniques are substantiated and determined, which significantly contribute to the efficient enhancing of vocabulary skills.

Learning foreign languages seems to become more and more increasing requirement of modern education. Issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.

It should be pointed out that advancing vocabulary acquisition concerns how people expand the number of words they understand when learning a new language. Knowing words in a second or foreign language is vitally important because the reader will be able to understand the written text well and the speaker will be able to communicate basic ideas through vocabulary even if the person does not understand how to create a grammatically correct sentence.

As language learners, students need to focus on vocabulary learning strategies. The focus is an effort to find obstacles faced by students in learning vocabulary and efforts that can be done to overcome with innovative ideas to improve vocabulary learning and teaching. Modern educational technologies that are used to form the communicative competence of students in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process.

The principal strategies of effective methods and approaches of learning vocabulary skills are discussed. Throughout the work we mention the importance of enhancing the vocabulary learning strategies in teaching a foreign language and various factors which accompany that process and from which much depends.

Key words: *vocabulary learning, learning strategies, vocabulary learning skills, vocabulary sources, vocabulary acquisition, advanced language learners.*

Formulation and justification of the relevance of the problem. Learning foreign languages seems to become more and more increasing requirement of modern education. Issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face.

Vocabulary acquisition concerns on how people expand the numbers of words they understand when learning a new language. Knowing words in a second or foreign language is vitally important because the reader will be able to understand the written text well and the speaker will be able to communicate basic ideas through vocabulary even if the person does not understand how to create a grammatically correct sentence.

The reality reading takes roles in absorbing and disseminating information to readers. Tony Buzan stated in his book, "reading is understanding what the writer intended, taking in the written word, and also the assimilation of printed information" [1, p. 24-26].

Reading is a process of extracting a message from a text which has been constructed by a writer using orthographic symbols, a reader decodes it [5]. At higher education, reading becomes important as a way of knowledge gaining.

Analysis of the recent researches and publications. Appreciation of the importance of both these areas (of vocabulary and of learning strategies) has led to considerable research in each, yet the place where they intersect – vocabulary learning strategies – has attracted a noticeable lack of attention [8, p. 199]. Schmitt provides an overview of the rise of importance of this type of strategies and enumerates those few researchers who are interested in this particular topic. He underlines that few individual vocabulary strategies have been researched in any depth, the main exceptions being guessing from context and certain mnemonics like the Keyword Method. Although the area of vocabulary learning strategies has not been explored enough, there are some findings which can be used as a scaffolding for further research. And each strategy a learner uses will determine to a large extent how and how well a new word is learned (Gu, 2003). Research (by Coady (1997) and Nation (2001) indicates that vocabulary learning can be enhanced when a student's attention is directed to vocabulary strategies. What is more, many learners use vocabulary learning strategies. Chamot proved in his research that learners reported more strategy use for vocabulary learning than for any other learning activity, including oral presentation, listening comprehension, and social communication.

The purpose of the article is to highlight the principal strategies of effective methods and approaches of learning vocabulary skills. Throughout the work we mention the importance of enhancing the vocabulary learning strategies in teaching a foreign language and various factors which accompany that process and from which much depends.

The main material of the study. One of the greatest challenges for ELLs (English language learners) is the sheer number of words they must master in order to access content and demonstrate content-area understanding. In this regard, ELLs are constantly trying to catch up with their FEP (Fluent English proficient) peers. The relationship between vocabulary and reading is a circular one. Growth in vocabulary is connected to extensive reading, and high-level vocabularies make reading more comprehensible and enjoyable to students.

As language learners, students need to focus on vocabulary learning strategies. The focus is an effort to find obstacles faced by students in learning vocabulary and efforts that can be done to overcome with innovative ideas to improve vocabulary learning and teaching [10]. At the initial stage, the strategies used by students to learn English words that are recently known, must be examined. Students need to get enlightenment about some vocabulary learning strategies that they can use to learn new words or improve the learning strategies they already have.

In general, terms related to language learning strategies are defined differently by scholars. None of the terms in the vocabulary learning strategy and instruction have the same chemistry. Such conditions are known as individual differences in learning [9]. The variation in the learning approach in this study is a challenge for students, and their motivation to overcome this challenge is in their hands. Not all approaches applied in learning can run smoothly. Thus, learners often have to develop and use various learning strategies to succeed. Efforts to develop strategies require time and effort, but there is no guarantee that they will succeed. In this uncertain situation, motivation can play a role.

Various studies conducted indicate that motivation can be considered one of the main variables in the success of language learning. Language is an integral part of the body that can motivate when someone communicates or interacts socially in his environment [14]. But sometimes situations like this do not apply to foreign language learning which is applied as a formal course on campus. Social interactions cannot always be simulated in formal learning processes, thus motivation to learn is actually more important. The ability to learn languages from the side of psychology can be tangible in various levels from the initial level to the high and challenging levels.

Teaching large vocabularies is likely to comprehend more when they read, enjoy reading more, read widely, and further develop their vocabularies through reading. On the other hand, students who enter schools with limited vocabularies are more likely to struggle to comprehend written text, read poorly, and read less, thus limiting opportunities for vocabulary development. Similar to FEP learners, when ELLs repeatedly encounter the same academic vocabulary

and phrases in texts, they will likely acquire these words and structures [8, p. 192-197].

To acquire vocabulary through reading, however, ELLs (and FEP learners) must know approximately 98% of running words in the text (Nation, 2001). High-interest, leveled readers help ELLs to develop vocabulary, yet they do not contain many of the academic words that ELLs will need to know. ELLs are likely to acquire vocabulary through read-alouds; however, they must know at least 90% to 95% of the words they hear in order to learn new words from oral input. And ELLs are not always capable of hearing the white spaces between the words, sometimes making even known words unintelligible. The opportunity to learn from oral text is increased when visuals are used to make the text more comprehensible. Explicit and effective vocabulary instruction is crucial for school success for ELLs and other students (Beck & McKeown, 2007; Marzano, 2004). Yet ineffective traditional methods for teaching vocabulary, such as looking up words in dictionaries, writing words multiple times, and using words in sentences prior to elaborate instruction, have resulted in vocabulary instruction being overlooked in many classrooms. Vocabulary can be effectively taught by presenting each word in student-friendly language, enabling students to make connections between the new word and their world knowledge, and providing meaningful activities that require students to use the word in authentic conversation.

Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations.

Here is a list of vocabulary strategies you can use in your vocabulary interventions.

Vocabulary Strategy #1: Modeling

One of the best vocabulary teaching strategies you can use is to model using vocabulary for your students. The same words you are teaching your students to use, you should be using in your daily conversations. Yes, use them in your lessons when you are explicitly teaching them the vocabulary words, but also use them in your regular conversation throughout the day.

Vocabulary Strategy #2: Reframing

Reframing sentences in a positive way can validate students for using their new vocabulary skills while still modeling the correct way to use them. To reframe a sentence, simply positively acknowledge their statement and repeat it in the correct way.

Vocabulary Strategy #3: Vocabulary With Pictures And Visuals

It's hard for students to keep all of the new vocabulary words they are learning straight when they are just hearing them verbally. It's easy for it all to become a jumble in their heads. Try using vocabulary strategies with pictures and visuals.

Vocabulary Strategy #4: Word Of The Day

Try using a "word of the day" vocabulary intervention. Just choose one word each day and stay hyper focused on it. Use it as many times as you can (you can have students keep a tally mark record of how many times they hear it that day).

Vocabulary Strategy #5: Crazy Words With Context Clues

Using context clues is one of the greatest vocabulary skills you can give your students to help them build vocabulary on their own. Pair it with this silly activity in your vocabulary teaching strategies, and students will be so engaged during this vocabulary intervention.

Vocabulary Strategy #6: Synonyms Posters

Try making posters that show lists of synonyms for vocabulary words. Bonus points if they are in the shape they can associate with the words! For example, a big red heart that has all of the synonyms for “like”, or a clock that lists synonyms for “hurry”. They can just be plain posters or paint ships, to show “shades” of meaning. These posters are great to have around the room for students to refer to.

Vocabulary Strategy #7: Defining Words Within Context

Research shows that when words and easy-to-understand explanations are introduced in context, knowledge of those words increases and word meanings are better learned when an unfamiliar word is likely to affect comprehension, the most effective time to introduce the word’s meaning may be at the moment the word is met in the text.

Vocabulary Strategy #8: Sketching the Words

For many students, it is easier to remember a word’s meaning by making a quick sketch that connects the word to something personally meaningful to the student. The student applies each target word to a new, familiar context. The student does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the student connect with the meaning of the word.



Vocabulary Strategy #9: Analyzing Word Parts

The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning.

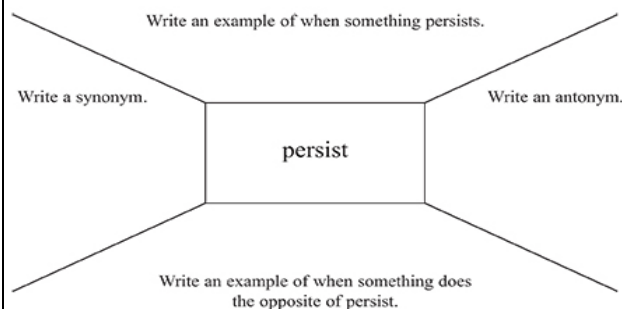
sub + marine

Vocabulary Strategy #10: Semantic Mapping

Semantic maps help students develop connections among words and increase learning of vocabulary words. For example, by writing an example, a non-example, a synonym, and an antonym, students must deeply process the *persist*.

Conclusions and prospects for further researches of direction. There is no doubt that in the era of globalization enhancing vocabulary skills is more important than ever. Building a strong vocabulary over time can allow your students to better communicate your thoughts, verbally or in writing, to avoid

confusion and achieve clarity. You can build your vocabulary skills by identifying the techniques that work for you and continually practicing.



By the way of conclusion, it is demonstrated that enhancing vocabulary skills is really essential for language learners. And the task for teachers is combine various strategies in their lessons to ease and accelerate the language learning process. Moreover, colorful methods and techniques ought to be used in the ESL and EFL classrooms in order to develop students’ capacity of speaking and writing.

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