

Communicative way of presenting vocabulary in a language classroom

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I. Abstract

In this article, the author emphasize about some aspects that make teaching- learning the lesson of vocabulary and further communication between learners. Teachers must choose a method or technique for making vocabulary lesson interesting in all levels. Author insists concerning the right usage of didactic material, the select of the text or appropriated words, the use of “question and answer technique” ie teachers should participate and motivate learner actively in communicative way for learning by using questionnaire method. Some suggestions are applied in order to success better Teaching-learning of vocabulary lesson by basing especially on the tasks organization and communicatives activities. **Keywords:** *communication, vocabulary lesson*

Résumé

Dans cet article, l’auteur met l’accent sur certains aspects qui facilitent l’enseignementapprentissage d’une leçon de vocabulaire et qui favorisent la communication entre les apprenants. L’enseignant doit choisir une méthode ou technique pour rendre la leçon de vocabulaire intéressante à tous les niveaux.

L’auteur insiste sur le bon usage du matériel didactique, le choix du texte ou des mots appropriés, l’usage de la technique de question-réponse qui consiste à faire participer et motiver activement les apprenants. Quelques suggestions sont faites en vue de mieux réussir l’enseignement-apprentissage de la leçon de vocabulaire en se basant notamment sur l’organisation des tâches et des activités communicatives.

Mots-clés: *communication, leçon de vocabulaire*

II. Introduction

This research mainly at exploring the effects of visual aids on students' performance and motivation. However, the research have not deeply exploited the extent to which visual aids can have positive impacts on students' learning motivation, Additionally, other researchers can also explore which techniques of visual aids (such as drawing, using pictures or demonstrating) are most effective m creating learners' motivation, What is more? Further investigation can focus on examining and comparing the effectiveness of visual aids as compared with other vocabulary teaching techniques, i.e., using synonym, antonym, giving a concise definition or detail description and so on, Those suggestions mentioned above can be the direction or any further research concerning me issue of applying visual aids in teaching vocabulary.

In summary, particular avenues for further study of innovation should address either of the following research questions:

- a. To what extent do visual aids have positive impacts on students' learning motivation?
- b. Which techniques of visual aids are most effective in creating learners' motivation?
- c. Are visual aids more effective in boosting students' vocabulary development than other techniques of teaching vocabulary?

A lot has been said so far, concerning the teaching of vocabulary in the context of a language classroom. The aim of this article is to point out some theoretical aspect related to vocabulary teaching that might be a great help to language teachers. However, we will not limit our contribution to purely theoretical claims as these would be of no benefit to practitioners or others involved in the teaching process.

Our intention is to appeal to the communicate side of the problem. As a point of departure, we would like quote one quite insightful remark that can easily trigger further elaborations. Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.

Without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972:111). Similar point of view was also presented by Krashen (1982) within his Natural Order Hypothesis. According to her, words are the building blocks of any language and there is no point in lengthy explanations of grammar structures as students will always acquire them in a fixed predetermined order regardless of their mother tongue. These are, however, only theoretical descriptions with considerable practical implications. By means of the following lines, we will present our personal point of view, **stemming from our** rich experiences with foreign language teaching.

The recommendations that we have to present will be relevant across **all proficiency** and age levels. This will be due to the fact that our observations **will be related to** the nature of vocabulary in general. We will cover various strata of **vocabulary** teaching, paying primary attention to communication strategies **that** are of an immense importance from a communicative point of view. **1. What does it mean to know a word?**

"Knowing a word involves knowing its spoken and written context of use, its patterns with words of related meaning as well as with its collation partners, its syntactic, pragmatic and discourse patterns. It means knowing it actively and productively as well as respectively" (Carter & McCarthy, 1991:43)

Teacher can choose from several ways how to present vocabulary. He/she can either show the meaning in some way or he/she can use the language that students already know in order to clarify the meaning of a new lexical item.

The third way is the least used technique when presenting vocabulary. Teacher can present meaning through sounds, it offers another approach to the problem of introducing difficult words. There are words, which are very easy to introduce, but there are ones that are more difficult because they denote abstract notions.

Many theoreticians attempted to exemplify what means to know a word let us be of the view that the following aspects need to be taken into account: • *What does it mean?*

It is inevitable to get across the meaning of the item clearly. Comprehension questions might be used in order to check students' understanding of new vocabulary,

- *The form*

Students need to identify the word class of a word and they need to be aware of potential conversion (e.g: Kind as a noun and Kind as an adjective).

- *How it is pronounced*

This can be particularly problematic for learners of English as there is no one-to-one correspondence between the form of a word and its phonetic representation. In many cases the distribution of stress can change the meaning of a word as well (the so-called supra segmental features)

- *How it is spelt*

Spelling needs to be carefully mastered from the very beginning. Remember to clarify the pronunciation before showing the written form. • *if follows any unpredictable grammatical patterns*

For example, irregular plural form man-men/'information' (uncountable), prepositional phrases e.g, deal with.

- *The situation when the word is or is not used*

Is it formal/neutral/informal? For example, die, pass away, and kick the bucket.

- *How the word is related to others*

For example, synonym, antonym, lexical set.

- *Collocation*

In English we speak about 'heavy rain', not strong rain and in order to ask a question you 'raise your hand' you don't 'lift your hand'.

- *What the affixes (the prefixes and suffixes) may indicate about the meaning*

For example, prefix -re' indicates repeated action (rewrite, re-evaluate, etc.)

Which of these areas you choose to highlight will depend on the item you are teaching and the proficiency level of your students. Now it is useful to analyse the ways in which we can the intended meaning across.

2. Vocabulary teaching techniques

There are numerous techniques concerning vocabulary presentation. Gairns and Redman (1986) suggest the following options for vocabulary presentation. a. Visual techniques

b. Verbal techniques a Dictionaries

Visual techniques for the presentation of view lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention; Learners can remember the presented material for more effectively if it has been presented by means visual aids. They help students associate presented material in a meaningful way incorporate it into their existing System of language, Teachers can benefit from the use of.

- a. Flashcards,
- b. Photographs and pictures, blackboard drawings,
- c. Word pictures
- d. Information on culture
- e. Labeling pictures/objects
- f. Mime and gesture
- g. Action
- h. Incongruous visuals

However, before we start to present a new vocabulary, it is useful to implement some recommendations:

- Spoken language precedes written mode. When our students can pronounce words, we can introduce their written. This can prevent them from trying to pronounce English words as they were written in their own language.
- Try to present new words in context
- Revision is essential. We can blend new words into later practice.

Teacher can choose from several ways of presenting vocabulary and making clear its meaning. He can use these separately or in combination with each other. The way to present meaning of many abstract words is through the creation of a context or a situation that is helpful when deducing the meaning of a word. When we want to present person's features as "innocent" it is very useful to create a character that is innocent (example: a figure taken from the history). If it is necessary we can accompany example by mime or drawing.

This connection offers following ways of presenting the meaning of new vocabulary items:

- Concise definition (taken from dictionary, or invented by the teacher him/herself)
- Details description (appearance, qualifies)
- Example (synonyms)
- Illustration (picture, objet)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites (antonyms)
- Translation
- Associated ideas, collocations

3. Practical recommendations for vocabulary teaching

Apart from the above mentioned recommendations concerning vocabulary teaching, we would like to add more observations that can enhance the success of vocabulary learning.

- Give your students a few vocabulary items. Pronunciation and ask them to write a sample sentence with the word in.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories (so-called semantic fields).
- Ask students to find new vocabulary from reading their homework. They can teach each other in the class.

- Review the vocabulary you teach through a game or activity and encourage your students to do same at home.
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs, etc. and point out useful words.
- It is good idea to teach/learn words with similar meanings together, but only in case of more advanced students.
- Encourage your grammatical names for parts of speech and the phonemic script of words.
- Always keep a good dictionary by your side in case a student asks a word you are not sure about.
- If you have never heard of the word, tell the student that you will check and get back to them. Do get back to them.

4. Communicative revision of vocabulary

Revision plays an important part in vocabulary teaching/learning. It assists the learning process, so it need to be done properly and regularly, Teachers can incorporate revision throughout the whole lesson (at the beginning, in the middle or at the end). In this case, essential is the way it is recommended to make use of communicatively oriented activities and tasks (see e.g. Brown, 1994, Kelier & Warner, 2002). The point is that communicative activities create opportunities for communicative and authentic use of language where communication strategies are activated. I offer some examples of the already mentioned communication strategies mat can enhance students' communication abilities,

4.1. Opening communication strategies

On the whole Guess what! To tell you me truth,To be honest,.....That reminds of,..... It's my opinion that,..... To my mind,..... What I'm more concerned with is This shouldn't be passed around, but,..... If I were you,..... Why not..... Hawa bout.....

4.2. Linking communication strategies

What bothers me isThat's very kind of you, That may be so, but,..... As a rule, Very true, but Generally speaking,..... Buy and large, In my experience, To give you an idea,.....

4.3. Responding communication strategies

That's right, exactly! You're close; I agree! That's just not true! Don't give us that! No, Fm afraid not! Yes; but don't you think.....

Pm afraid I can't make up my mind, I might consider it; if I doubt it, not for ail the tea in China! Not (even) if you paid me! It's no good, I can't remember, that's very kind of you, do you really think so?

As for the choice of vocabulary, the lexis for revising can be chosen at a random way. Vocabulary can be grouped in different areas. Words can be sorted by topic (*e.g food, baby, vegetation*) by situation (*e.g the bank, the post office, the supermarket*) by semantic field (*e.g boy youth, man, guy, mister, husband*), or grammatical category (adverb, adjective, etc.)

III. Conclusion

The aim of my article was to point out some theoretical aspects of vocabulary teaching/learning that substantially determine the work of a teacher in a language classroom. Our analysis and recommendations are fully based on the fundamental tenets of the communicative approach and thus support communicative of students. Classroom and, step by step, familiarize students with this new method of teaching vocabulary.

If a teacher is able to apply all these recommendations successfully in the classroom, they will, for sure, get the new vocabulary across to students effectively, consequently, students will be benefited a lot from the teacher's efforts and the lesson will be regarded as successful.

To sum up, there is no single ideal method of teaching vocabulary. The researchers' strongest recommendation is that the teacher should combine both the translation and visual techniques. Some other techniques can also be employed as long as they support the teaching purposes. In order to have an effective lesson, the teacher should take into consideration many different factors before planning any vocabulary lesson, those are, the nature of each lexical item, students' proficiency in the target language, class size and most importantly, the teacher's competence.

Pedagogical recommendations

The findings of this study serve as the foundation for many pedagogical recommendations. This section provides some solutions for teachers to overcome the problems arising when applying visual aids in teaching vocabulary in high schools.

First, it is important for the teacher to prepare the lesson carefully beforehand. A wellprepared lesson means it is equipped with sufficient knowledge and creative when choosing appropriate techniques to present new vocabulary.

As compensation the lesson will surely be interesting and fit the time allotted. Vocabulary teaching is part of a reading lesson. Thus, the teacher should find a way to balance the time between vocabulary presentation and other stages such as warm-up and skill practice.

Specifically, vocabulary lesson should not take up more than 15 minutes for each period. Within that amount of time, all the selected lexical items should be presented in the quickest and most comprehensible manner-

More importantly, before choosing a technique, teachers should consider the interest and expectations of students in each class, anticipate problems that occur during the vocabulary presentation stage. The teacher should choose suitable techniques for different students who have different learning style and attention spans.

In addition to traditional techniques used in high schools, visual aids can be a good alternative in teaching vocabulary. Nonetheless, noise might be a problem of visual teaching, Hence, it essential for a teacher to handle the noise tactfully. There are some simple suggestions such as closing the doors and Windows or, at the beginning of the lesson, reminding students that it is a must not to get too excited, or else they will get minus. Another solution is that the teacher should make use of individual work to cut down the word made

by choral outcry. In this way, the teacher can also pay more attention to weak or timid students, making them participate more actively in the lesson.

Another recommendation is that the teacher should try to modify the content of the skill practice in the textbook. For instance, there should be fewer and more intensive reading comprehension tasks to save time for vocabulary presentation.

By and large, high school students nowadays have been too familiar with the translation method. The accounts for the fact that most of the students are shy and passive. All they do in a vocabulary lesson is to listen, repeat and take notes. They are not motivated at all. Therefore, it is the teacher's duty to motivate their students, making them more active and independent in their own learning. This own learning. This objective can be fulfilled by bringing visual aids into.

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