

INDESPESABILITY OF WORD STOCK IN TARGET LANUAUGE

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ANNOTATION

The article discusses the main features of vocabulary in learning foreign language. Second or foreign language learners with limited vocabulary will face difficulties in expressing and understanding ideas. Teachers should be aware of these difficulties, and try to facilitate the task for their learners, especially at the very first levels of learning English, in order to construct a strong and rich vocabulary.

Keywords: vocabulary, strategy, knowledge, form, foreign language.

INTRODUCTION

The author of the article analyses the importance hypothesis of vocabulary, main strategies, vital techniques, different instruction and various approaches (methods) theoretical and practically.

Learning a second or foreign language, vocabulary serves an important role, since words are useful when we listen, speak, read and write. A reader or a listener needs to recognize words; a writer or a speaker has to utilize words in order to convey ideas.

Concerning vocabulary learning and teaching, these hypotheses provide both learners and teachers with useful information in order to handle the difficulties which face them to fulfill their goals. Three main linguistic topics, semantics, lexicon, and vocabulary, have been discussed by Hatch and Brown (1995) in their book "Vocabulary, Semantics and Language Education". One can not teach or learn a word without knowing its meaning and form, so that the authors have talked about these concepts following such order. These three terms has been defined as follows:

Semantics refers to the study of meanings and the systematic ways those meanings are expressed in languages...lexicon refers to the overall system of word forms...and the way forms might be systematically represented in the brain ... Vocabulary refers to a list or set of words for a particular language(Hatch and Brown 1).

In the last part of their book, after developing more insights into semantics and lexicon, Hatch and Brown went on to deal with vocabulary learning and teaching. On the one hand, concerning vocabulary learning, they have reviewed the findings of Brown and Payne's analysis (1994) on determining the effective strategy used by learners while learning vocabulary. The results fall into five essential points: 1) having sources for encountering new words; 2) getting a clear image, either visual, auditory, or both; 3) getting the word meaning; 4) consolidating word form and meaning in memory; 5) using the word. In addition, intentional and incidental learning have been discussed as well. On the other hand, what teachers do and what they should do to help their learners have been also widely described, focusing on unplanned and planned vocabulary adjustments and teaching.

Besides what has been presented by the previous experts, Carter (2002) has proposed extra reliable data associated with vocabulary. Carter's book, "Vocabulary", has been divided into three parts: foundations, reviews, and case studies. He has discussed a number of points such as what is in a word, core vocabulary, word patterns, lexical issues, and vocabulary learning and teaching. Beyond that, he has reported and compared the process of vocabulary acquisition in L1 and L2; and has mentioned a crucial issue considering the retention and recall of words i.e. memorization. Various techniques have been suggested in order to make words easier to remember. Giving synonyms in the target language, translate it to the mother tongue, or using pictures' representations are among these techniques (Carter 193). Repetition, furthermore, is also considered as one of the useful techniques. He has pointed out that large amount of words are learned through repetition. Extra techniques have been also mentioned in Carter's work such as guessing from the context and keyword technique.

The book is divided into seventeen chapters, ending with helpful appendices and useful indexes. The first chapters dealt with general issues in teaching: classroom activities, classroom management, lessons and courses, and also the four skills (receptive and productive ones). Interestingly, the eleventh chapter dealt with common issues in lexis: what is lexis? How to present lexis in classroom? How to know and remember lexical items? This chapter goes importantly with our main topic. Then, in the chapter before the last, the author suggested a number of instructional tools and aids used in classroom, these aids could be visual like flashcards and pictures, or audio like songs and music, or both, audio-visual like DVDs and computers. Skimming over these previous books has been very satisfying for us. They have shed light on major points in our research. Mainly, all the works have emphasized the subject of vocabulary teaching and learning. The works of Anderson and Freebody (1979), Hatch and Brown (1995), Nation (2001), Carter (2002), H. Hierbert and L. Kamil (2005) have discussed deeply many theoretical foundations and practical implications related to vocabulary instruction. Beyond that, they have provided lots of strategies and techniques useful in classroom, such as: repetition, guessing from context, and using games...etc. In our research, we are going to highlight, importantly, the use of these technological materials, in vocabulary teaching and learning.

The book of Krashen (1982), "Principles and Techniques in Second Language Acquisition", is of a great help to any research related to second or foreign language teaching and learning at all levels. The hypotheses provided in this theory may enrich our research to find solutions to problems related not only to vocabulary instruction, but rather to all aspects of language. Concerning our research, we are putting more focus on the affective filter hypothesis. What is new in our research is investigating the correlation between using audio-visual aids and the affective variables.

Considering the proverb that says: "seeing is believing", teachers should frequently apply these teaching aids in classroom. These materials can make learners feel comfortable and involved; they can increase their motivation and lower the affective variables in classroom. According to Arabic researchers KhermaNayef and Hajaj Ali, the teaching aids play a vital role in classroom activities and vocabulary instruction.

They have argued that numerous tools were created to serve teaching and learning process, and they have suggested some of them:

Instructors can use them in cases of vocabulary presentation, practice, and production. Briefly, we are going to present the application of these aids in vocabulary instruction:

AUDIO AIDS

Such as: tape recorder, music, and songs. According to research, 65% of acquired knowledge comes from listening. These acoustic aids can help teachers introduce new terms and define them. Listening to stories, songs, plays can clarify more the meaning of new items, since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation. Thornbury focused on the importance of word's sound, he suggested that providing songs, rhythms, rhymes are among the best techniques (7-86). Pre-listening, while-listening, and post-listening are three main stages teachers and learners go through while using an audio material and each stage has its related activities. Teachers draw their vocabulary objectives at each level of listening.

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