

## MODERN METHODS OF TEACHING VOCABULARY IN THE CLASSROOM

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### ANNOTATION

In this section we'll look at various techniques for presenting and, to a lesser degree, practicing vocabulary. It is important to realize that a good teacher will not rely on just one of these techniques, but will use a combination. Different techniques are appropriate for different vocabulary items and also for different types of learner. As you read through the different techniques, try to think what words would be best taught using the technique and for which words the technique would probably not work very well.

**Keywords:** classroom, method and technique, skill, vocabulary, words.

### INTRODUCTION

That is, the students' vocabulary should consist of English words that students will have to use themselves in the original sentences, and those that they will simply recognize when they hear them or see how they are written by others.

Learning passive vocabulary is important for understanding - the question of understanding another speaker requires the listener to have a passive vocabulary, that is, sufficient knowledge of the words used by others to understand their meaning. This is also called receptive English proficiency.

Teaching active vocabulary is important for an advanced student in terms of their own creativity. This is because students need an active vocabulary to create their own sentences.

The active vocabulary contains words that the student can understand and use to express themselves. This is called productive English proficiency. Using synonyms are really suitable way to improve vocabulary of young learners. A synonym may be used to help the student to figure out the different shades of meaning, if the synonym is better known than the word being taught. Synonyms assist to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Also, synonyms serve not only to create very attractive and peculiar conversation but also every user can remember every word faster and try to use and search yourself more academic and meaningful equivalent of a word. This style is also recommended even for future IELTS (International English Language Testing System) candidates to increase their vocabulary. Because according to the requirements of all parts of the IELTS exam, every candidate must show his or her ability to use different words in their vocabulary bank in order to higher mark.. Besides that, as a supportive source of this method creative educators could make crosswords, word snakes or other puzzles for students with using these synonyms.

By the way of conclusion, it should be mentioned that, There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and

understanding new words. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises. Giving your students strategies for learning is an important part of teaching. When you consider the amount of time your students will spend outside the classroom, it is obviously essential that you help them to become independent learners. One of the best, and probably easiest, ways of learning about new words is by using a dictionary (especially a good monolingual dictionary such as the Macmillan Dictionary. Encouraging your students to use a dictionary in the classroom when reading a text, for example, will be extremely useful for them. A nice dictionary activity to develop vocabulary is to get your students to find a word they have recently learnt and read the definition, then to choose a word from the definition they either don't really understand, or that they think is key, and then to look this word up and read the definition. Working in pairs and noting down the 'route' and the definitions they take can lead to an extremely productive period of learning new vocabulary and thinking about meanings.

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