TEACHING VOCABULARY FOR ACTIVE USE

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Vocabulary is a primary concern for language teachers, applied linguists and article- writers in journals etc. How can we teach it to our students, or rather, help them to be able to communicate by reading, speaking ,writing ,auding on the basis of good command of vocabulary? FLT Methodology specialists distinguish active vocabulary (for productive forms of speech activity–i.e. for speaking and writing), passive vocabulary (for receptive forms of sp. activity, i.e. for listening and reading) and potential vocabulary which implies knowledge of suffixes, prefixes, word- derivatives and conversion. By teaching vocabulary for active use we mean to enable students to understand correctly the meaning of words, explain their meaning and freely use vocabulary (active, passive, or potential), as well as to to expand it. "Learning" more and more vocabulary items does not necessarily increase a person's fluency. By defination, the extra items are less and less useful. Despite this obvious fact, teachers, and even more so students, feel that increasing their vocabulary will increase their fluency - either in speech or in writing. This is very far from the truth.

It is a word that "induces" all sorts of knowledge an individual has and which are very important for communication: language knowledge meta-language knowledge, encyclopedia knowledge, lingua & socio- cultural knowledge. This aspect of a <u>word</u> , its ability to "awaken" different types of knowledge while reading , speaking , listening and writing makes it extremely important for communication. On the other hand it becomes absolutely clear that teaching vocabulary for avtive use implies that the vocabulary properly masterel must be able to "induce" all sorts of knowledge.

Theoretical background of for teaching vocabulary for active use

Nowadays it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and -regular basis. Some authors, led by Lewis (1993) argue tha vocabulary should be at the centre of language teaching, because 'language consists of grammaticalised lexis, not lexicalised grammar'. There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairn and Redman (1986):

Boundaries between conceptual meaning: knowing not only what lexis refers to, but alsc where the boundaries are that separate it from words of related meaning (e.g. cup, mug bowl).

Polysemy: distinguishing between the various meaning of a single word form will several but closely related meanings (head: of a person, of a pin, of an organization).

Homonymy: distinguishing between the various meaning of a single word form whicl has several meanings which are NOT closely related (e.g. a file: used to put papers in o: a tool).

Homophones.'understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation Socio-cultural associations of lexical items is another important factor.

Style, register, dialect: Being able to distinguish between different levels of formality the effect of different contexts and topics, as well as differences in geographical variation.

Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases.

Grammar of vocabulary: learning the rules mat enable students to build up different forms of the word or even different words from that word

(e.g. sleep, slept, sleeping: able, unable; disability).

Pronunciation: ability to recognise and reproduce items in speech.

We teach vocabulary to enable students to communicate. We must use teaching techniques that can help realize this global concept of what it means to know a lexical item. And we must also go beyond that, giving learner opportunities to use the items learnt and also helping them to use effective written storage systems.

Psychological aspect of vocabulary teaching /learning is very important. We should take into consideration the mechanisms of memory ,motivation, perception, etc. Understanding how our memory works might help us create more effective ways to teach vocabulary.

R. Oxford (1990) suggests memory strategies to aid learning, and these strategies can be divided into:

- creating mental linkages: grouping, associating, placing new words into a context;

- applying images and sounds: using imagery, semantic mapping, using keywords and representing sounds in memory;

- reviewing well, in a structured way;

- employing action: physical response or sensation, using mechanical techniques. The techniques just mentioned can be used to greater advantage if we can diagnose learning style preferences (visual, aural, kinaesthetic , tactile) and make students aware of different memory strategies.

As a means of communication a FL fulfills its main functions, such as:

- Communication function which makes it possible to exchange ideas, thoughts, information; the importance of vocabulary can hardly be overvalued because,as G.Beacher said, "all words are pegs to hang ideas on";

- Discourse function which makes it possible logically to connect ideas in the dymatic process of thinking;

- Cumulitive function which makes the process of cognition possible for all the language units of information about our reality are accumulated. This function is determined by vocabulary as well, for words are collective memory of people (native people), they mirror the life of nation and they serve as a key of knowledge about culture.

The idea of integrating culture and vocabulary is expressed by Arnulfo G. Ramirez who in his book " Creating content for second language acquisition"(1995) says that vocabulary should be taught integrally in a meaningful language context, and attention should be paid to cultural connotation. For example,the English word " bread"

accumulates a lot of information: a loaf/aslice/ a piece of bread, brown and white bread, bread and water (the cheapest possible food), breadbasket, breadline (A line of poor people waiting for free food to be given to them), etc.

Teaching vocabulary being an important part of teaching foreign languages has the goal to help students not only to improve and extend their vocabulary. The wide choice of a word causes the language to be flexible, it assists in avoiding repetition and monotony of speech, and it gives the possibility to express the idea more exactly and understandably.

At the beginning stages of foreign language instruction we place much more emphasis on the structural signals and grammatical patterns of the language than on vocabulary. As a rule vocabulary expansion gets under the way at the intermediate level and the student's vocabulary continues to grow as long as he continues to use the language. Moving up the scale from language manipulation with new vocabulary items to something like a real use of the foreign language becomes a major teaching objective.

Psychological & linguistic basis of teaching vocabulary for active use

In our research on the problem of teaching FL vocabulary for active use we used the main points of activity approach supported by council of Europe which takes into account a wide scope of aspects underlying FLT and FLL.

1. General competence of the learners which imply their knowledge (universal Janguage ,socio-cultural and others);

2. Communicative competence which enables learner to use the language in different spheres of communication and in different functions.

3. Personal characteristics of the learners. Vocabulary mastery begins with a word. What is a word ? Definition of a word according to Arnold I.B., the term "word" denotes the basic unit of a given language resulting from the association of a particular meaning with a particular group of sounds capable of a particular grammatical employment. The word is structural and semantic entity within the language system. According to the American Heritage Words are usually separated by spaces in writing, and are distinguished phonologically,as by accent, in many languages. For all the differences in defmation of a word it is of great importance for us that a word is a basic tangible unit of a language and it is a structural and semantic entity of a language system. Words as single units cannot provide the act of communication by themselves: a boy, I, saw, little. They provide the act of communication when they are combined in a certain way: I saw a little boy. Besides the following types of memory are involved: (**Zinchenko, 1968**)

Memory → Voluntary / Involuntary
Memory → Long term/ short term
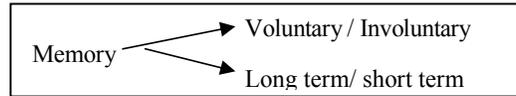
From the psycholinguistic viewpoint the difficulty of foreign language vocabulary seems to consist of five factors which reflect the relationship between and among words already learned and words to be learned; these factors are:

1. The intrinsic difficulty of a word which arises from its linguistic peculiarition to be learned.

2. The interaction among previously learned words and a new word to be learned. (Interference)

3. The interaction within a group of words to be learned at the same time. (Interference)

4.The interaction among groups of words to be learned in sequences. (Interference)

5.The effect of repeated presentation of words to be learned. (Interference)

For us a word is a combination of sounds acting as a stimulus to bring into action the experience to which it has become attached by use.

More than that, while the experience that is stimulated by the sound combination a whole word with a variety of contacts, usually only one aspect of this experience is dominant in attention -a particular aspect determined by the whole context of the linguistic situation. When one uses "head" in such a context as "a head of cabbage", it is the shape, which is the dominant aspect of the experience that has made a connection with the material unit a "cabbage". When one uses "head" in such a context as "the head of a department ", it is "head" as a chief or dominating part of body. When it is used in "the head of river", another aspect of the relation of "head" to the body is important. For the foreign language learner who learns a new language as an adult, the words as stimuli probably never function with anything like the same fullness and freedom as they do for a native. To learn or to teach a word means to learn or to teach its form, meaning, usage.

FORM. In most languages the form of words consists of sound segments, stress, and in tone languages such as Chinese and Thai, pitch. The form of the Spanish word jugo 'juice' is made up of four significant sound segments (phonemes)/xugo/ and stress - primary stress on the first syllable. If we change one of the sound segments,], to y, a new word results, yugo 'yoke'. If we change the position of the primary stress, a new word results, jugo 'he played'. The tai word [ma:] 'horse' is made up of certain sound segments and high level pitch. The same segments with a rising pitch would mean 'dog'. The word "think" presents some difficulties for Kyrgyz and Turkish as far as the sound form is concerned because the form of words varies according to the formality of the situation, speed of talk, position in the sentences, position as to stress, etc. for example, the English word "and" varies from three segmental phonemes /aend / through intermediate degrees of reduction, /and/, /aen/, /an/, to one segmental phoneme, /it/. the word "not" occurs as /nat/ and /nt/ ; "will" as / wil / and as *III*; is as /iz/ and /s/ or /z/.

Another relevant feature of form is that of the parts of words. English "observational" is made up of a stem "observ"- (compare observe), suffixs -(a) tion, and another suffixs - al. Other languages, on the other hand, permit more complex combinations than those of English.

If we use the word "observational", it will probably be understood by elemantry students, of English as a foreign language even though it appears among the 1358 least frequent words in Thorndike's list. The parts "observe" +(a)tion +al are much more frequent than the word itself; the suffixtion is used in so many words in English that its total frequency must be very high. English has lexical forms made up of patterns of separate words, for example "call up" "to phone". Vocabulary learning comes from studying "roots, **cells, or stems"** in our word puzzles as well as "prefixes and suffixes". Our mission is to "make words come alive" with our dynamic, graphical approach to learning vocabulary featured here.

The root **CEPT** meaning "take, get, go, receive" has the following **16 "everyday words".**

Some of them are derived from the list of 20 possible prefixes and 14 number-related prefixes below:

acCEPTable, antiCIPate, conCEPT, deCEPTion, emanCIPate, exCEPTion, imperCEPTible, inCEPTion, interCEPT, partiCIPate, perCEPTive, prinCIPle, preCEPT, reCEPTacle, reCEPTive, susCEPTible.

The graphic form of a word (spelling) is one more thing to consider. Spelling(graphic) form of English words cannot always be inferred them their pronunciation or from rules because English spelling is in part conventional which means that the spelling of some English words does not correspond to their pronunciation, certain letters being silent as gh in <u>night</u> or w in <u>wrong</u> , while others stand for sounds different from their primary phonetic value,as_o in do,or a in <u>many.</u> At the same time English spelling is not chaotic, since most.words are spelt regularly, though there are some contrasted homonyms such as pain-pane , plain- plane , tail-tale, etc.as bred-bread ,led- lead, red- read.

MEANING: As a matter of fact the meanings into which we classify our experience are culturally determined or modified and they vary considerably from culture to culture; some meanings found in one culture may not exist in another. The meaning <u>horse</u> didn't exist in American Indian languages until the Spanish conquest and colonization brought horses to America; similarly, the meanings 'corn' 'potatos' But even when the reality is available to the culture, the meaning will differ, or does not exist in some cases.

Meanings can be classified according to the forms they attach to ; meanings that attach to words as words are lexical meanings, for example the meaning , "a building for human habitation", that attaches to the form "house" is a lexical meaning in English.

In my opinion the most important aspect of vocabulary teaching for intermediate learners is to foster learner independence so that learners will be able to deal with new lexis and expand their vocabulary beyond the end of the course. Therefore guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

Students should start using EFL dictionaries as early as possible, from Intermediate (7-8 forms) upwards. With adequate training, dictionaries are an invaluable tool for learners, giving them independence from the teacher. As well as understanding meaning, students are able to check pronunciation, the grammar of the word (e.g. verb patterns, verb forms, plurality, comparatives, etc.), different spelling (American versus British), style and register, as well as examples that illustrate usage.

USAGE: the distribution of words is important to us because at any given moment in the history of a language the speakers of that language carry with them the habits of the restriction in distribution and because different languages have diffrient restrictions. There are grammatical restrictions so that in English, "water" may be a noun as in "a glass of water", a verb as in "water the garden", a noun adjunt as in "water meter", but not an adjective without some change in form e.g. "watery substance"; in other cases restriction may be greater.

Words are not only restricted geographically and socially; they are often restricted as to styles of speaking and writing. The main strategy for intermediate learners is to turn their receptive vocabulary items into productive ones. In order to do that, we need to refine their understanding of the item, exploring boundaries among conceptual meaning, polysemy, synonymy, style, register, possible collocations, etc., so that students are able to use the item accurately.

We must take into account that a lexical item is most likely to be learned when a learner feels a personal need to know it, or when there is a need to express something to accomplish the learner's own purposes. Therefore, it means that the decision to incorporate a word in ones productive vocabulary is entirely personal and varies according to each student's motivation and needs.

Task-based learning should help teachers to provide authentic, meaningful tasks in which students engage to achieve a concrete output, using appropriate language for the context.

Difficulties in Teaching Vocabulary At Kyrgyz &Turkish Manas University (KTMU)

Every language has its trouble spots, so does English. Learning the words of a foreign language is not an easy business since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties.Indeed, some English words are difficult in form (daughter, busy, bury ,woman , women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation. The analysis of the words within the foreign language allows us to distinguish the following groups of words :concrete, abstract, and structural.

Ch. Fries in his book " The structure of English"(1952) distinguished four types of words according to the function in the sentences and their combinability with other words:

1. Function words, ex. "do" signaling question

2. Substitute words, he, she, they etc.

3. Grammatically distributed words "some", "any",...

4. Content words

The number of words in the first three groups is rather small,say 200 in round numbers in English ; the forth group, content words, constitutes the bulk of the language vocabulary.

Two further distinctions in vocabulary are required to complete our model. We need to distinquish between a common core vocabulary known to all the members of a language community and specialized vocabularies, known only to special groups.We are of course primarily interested in the common core vocabulary. The other distinction according to C. Friese is that between vocabulary for production and vocabulary for recognation. As a rule our recognation /reception - vocabulary is much larger than our production vocabulary.

Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long.big. good) are easier to learn than words denoting abstract notions (world, home, belive, promise,honest).Structural words are the most difficult for Russian - speaking pupils. In teaching pupils a foreign language the teacher should bear this in mind when preparing for the vocabulary work during the lesson. (**Rogova Methods of teaching English, 1975**)

Meaning and notions are dialectical units. But meanings do not always coinside in different languages. There are three groups of words:

1-Words the meaning of which completely coinside in the target and native languages; this group of words is not numerous:

2-Words in which the main meaning coinsides but the additional has some connotations.

Ex: Arm / hand as "the hand of the door" (English)

Kapikolu (Turkish)

Armchair (Eng.)- Koltuk (Turkish) book, monitor

3-Words which differ in their main meaning

ex:tip (Eng.)-uç (Turkish) line (Eng.)-çizgi (Turkish)

Gez N.L. and Lyahovitsky M.V. suggest that we should classify words of the English language into eight groups: 1. International words and borrowings, similar in form and in meaning , the meaning of which coincide in both languages (the native language and the target language): hotel, hospital, demonstration, evolution, revolution, taxi, pilot

2. Derivatives and compound words the elements of which are known to the pupils flowerbed , school-garden, forget-me-not, cow-boy

3. Words which are similar in meaning but different in form: door , pen ,dollar

4. Words- realias, causing particular difficulties (different in form and meaning) "Беэквивалентная лексика" Lunch, Sheriff, Big Ben, Brunch, First floor;

5. Words similar in form but different in meaning; artist, character, (deceptive, cognates)

6. Collocations and idioms:The apple of my eye, a skeleton in the cupboard.

7. Words with a wider scope of meanings in the FL than in the native language;

$$\text{Education} \longrightarrow \begin{array}{l} \text{Eğitim (Turkish)} \\ \text{Eğitmek (Turkish)} \end{array}$$
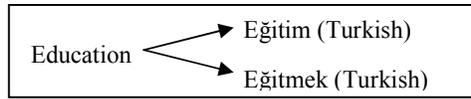
8.Words with a less scope of meanings in the FL. Than in the native language.Arm (eng.)-kol kapıkolu ,güzel(Turkish)-nice, beautiful.

We made an attempt of contrastive analyzis of Kyrgyz, Turkish and English vocabulary Comparing the English language vocabulary with that of the native language(Kyrgyz and Turkish). We found the following groups of words:

1. similar or a partially(almost) similar in form and in meaning:

Pilot- pilot ,risk-risk,lens-lens,set-set,limon-limon; dollor- dollar, cafe-kafe, bank-banka, vitrine-vitrin

2. similar in form but different in meaning;

artist, nice, sever, seven, pot, ham, monitor

3. similar in meaning but different in form;

door(E)-kapi(T), pen(E)-kalem(T), soldier(E)-asker(T), health(E)-sağlık(T)

4. different in meaning and different in form(words- realias) lunch, sheriff, glass

5. similar in primary meaning but different in connotation;

$$\text{Book} \longrightarrow \begin{array}{l} \text{Kitap} \\ \text{Bilet ayirtmak} \end{array}$$
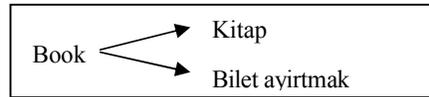
Students' knowledge of the meaning of the words does not always lead to their correct use. The comparative analysis of the vocabulary in the English language and the Turkish language proves that it is the most difficult to teach/to learn words that correlate with one word in the native language which often leads to mistakes caused by interference (**Abdigaliev S.**)

Teklif etmek	to offer to suggest	reddetmek	to refuse to deny
Yapmak	to make to do		

Difficulties in teaching vocabulary are determined not only by linguistic factors, but also by psychological and methodological ones. An experimental study was made to test the retention of two types of words.

(a) Words that have to be inferred (it implied involuntary memory) and

(b) Words glossed in a text in TEXTFUN, an interactive program on the Internet for the practice of reading skills for academic purposes.(Which implied voluntary memory) The results show that retention of the inferred words was much higher than that of the glossed words. Experiments on vocabulary showed that students remember best when they have actually done something with the words they are learning. Students must not just repeat words, they must be involved into some kind of activity,discovery technique and so on.

3. Methods and approaches of teaching vocabulary at university

Methodology of vocabulary teaching /learning has undergone too many changes in the course of FLT development. In the period when the grammar translation method was used ,vocabulary was taught by means of translation when students were given lists of words with their translation to be learned (crammed): in audio- lingual method teaching vocabulary was also tuned up to grammar and words were presented and learned in structures. Nowadays in communicative - cognative approach vocabulary competence is. very important for communication in a FL; it is impossible to read,write, speak or listen without knowledge of vocabulary.Practice and theory of FL shows that the importance of teaching/learning vocabulary can hardly be overvalued.

As many teachers of FL reading comprehension will attest, when their students are faced with an unfamiliar text in the foreign language, the first challenge seems to be its vocabulary (**Grabe & Stoller, 1997**). When the text has many new words, students are in despair and seem to be discouraged. The connection between vocabulary knowledge and success in reading comprehension tests has been shown in many studies, such as Grabe and Stoller (1997). When the vocabulary of the text is more familiar, students are more likely to continue with the reading task. [-1 -]There are many methods teachers use to teach vocabulary or to encourage vocabulary self-learning by their students. Hulstijn (1992) and Hulstijn, Hollander and Greidanus (1996) distinguish between incidental and intentional vocabulary learning. They claim that both approaches are present in FL learning, since students learn vocabulary intentionally as part of course requirements but also gain knowledge of words incidentally through their reading. [13] Still these authors show that intentional vocabulary learning is more effective for retention. Intentional vocabulary learning, by definition, is intended learning of vocabulary. All other activities that deal with vocabulary are categorized as incidental learning. When students want to increase their vocabulary or have to learn new words for a test, they invest the necessary mental effort and memorize the words until they know their meanings. Incidental learning, on the other hand, does not involve a conscious effort to learn words. This learning "just happens" (but not often). In other words, the number of new words learnt incidentally is relatively small compared to the number of words that can be learned intentionally.

Not all EFL teachers are aware of the limited efficiency of incidental vocabulary learning.Many of them, especially those who teach at the university, focus on teaching various kinds of reading skills or practicing comprehension questions, and take for

granted that their students willsomehow learn word meanings. The study emphasizes the preference and importance ofintentional vocabulary learning.

In order to understand the meaning of a new word, the students usually have either to infer it from context or from its structure, or look up the word in the dictionary. Context is a challenging way to present a new word by embedding it in a sentence for the students to guess (to infer) the meaning of the new word: the little boy begged the man to follow him. He puled on his arm and said; "please, come with me." This is a good technigue but it may be followed by silence either because the context is unclear or because the students have some listening (reading) problems.

For all the diffences in methods and approaches of teaching and learning vocabulary at university a great role belongs to the teacher because:

1. The teacher should be up to date regarding the vocabulary curriculum

2. The teacher should plan instruction effectively

3. The teacher should plan control and assessment of students' learning vocabulary effectively.

4. The teacher should monitor students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

5. The teacher should create an environment that is positive for student learning and involvement.

6. The teacher should make learning goals clear to students.

7. The teacher should use appropriate instructional techniques.

8. The teacher should evaluate and try innovative approaches, and refine instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

9. The teacher should strive to ensure equitable opportunities for student learning.

10. The teacher should be a reflective and continuous learner: a language learner once, a language learner always.

Teachers find it necessary to explain the meaning of a new word or a phrase to the students. The aim should be to explain the new word as quickly and as efficiently as possible. The following activities may be used

1. Showing a real object (direct,non-verbal, verbal)

To explain new words "pen", "schoolbag", "blackboard", "apple", etc. we can show real objects in the classroom. This is very easy to teach some words but it is also limited to things that you cannot bring into the classroom, such as "elephant", "bus", etc.

2. Showing a picture (direct.non-verbal, verbal)

Pictures can be used to explain the meaning of vocabulary items, to create a situation or a context. Stick figures, blackboard dra\vings, charts, flashcards, posters, etc. are included in this category.

3. Using actions, facial expressions, body language (direct)

It is often impossible to explain the meaning of a word through pictures. Body language, actions ,facial expressions, mime and mimics, gestures are used to help the students understand themeaning of a word.
e.g. teacher pretends to jump, hold, kiss, etc. teacher gestures back, to, from, etc.

4. Giving examples (using the word in context) (direct, verbal)

Examples must be selected carefully. They must be informative, suitable to the learners' age, interest, culture, background, etc. Examples musn't be offensive, humiliative. e.g. uglier

A is uglier than B (students from the classroom) NEVER **give such examples from your class.**

e.g. Building 'Houses are buildings. This school is also a building. In big cities there are many large buildings—there are hotels, and offices, and cinemas. They are all buildings of different kinds.

5. Demonstration

6. Explanation (defination)

Teachers should be very careful when explaining the meaning of a word. Explanations must include information about the usage. Explanations must be detailed to help the students guess. the meaning, e.g. (The teacher may not give the item in these sentences)

He or she does not work in an office. They are sometimes on duty at night. They wear a white overall at work. They get patients to get well. He/she is not a doctor,.......... Who is he/she?

7. Relating the meaning of a new word to known word classes(word building elements)

Since students learned many words during their previous lessons, a new word related to a known word class can easily be understood by the students in the classroom. Prefixes, Suffixes, etc. can be demonstrated with their roots on board to help the students guess the meaning, e.g.

Length.   Noun form of long.

Beautify.   Adjective form of beautiful

Unforget   un forget able

Childish   child ish

8. Point out cognates (similar in form, meaning in both Turkish and English)

There are many words in Turkish borrowed from English. These words may be different in spelling but usually the same or very similar when they are said.
e.g. modern, train, station, concentrate,.ethic, assimilation, group, technique, chocolate, surf, football, etc.

9. Translation *If teachers translate all the unknown words in the classroom, students will not try to guess and force themselves to learn the meaning and usage. Sometimes if the students cannot understand the meaning easily, translating the meaning of a new word can be necessarry to save the time of a teacher. BUT teachers must be a\vare of that not all words and phrases in Turkish are easily translated from English or to English*

translation and interpretation

Big Ben

Sheriff

10. Forming concepts

This is very enjoyable way of teaching meaning because students like gamelike activities. They may give the meaning in LI.e.g. You read it in the newspaper or

magazines when you want to buy something. What is it? What do you do with bread if you want to make sandwiches? What happened to ' a road when there is ice on it.

11. Contrast *Sometimes in order to explain the meaning of a new word we use the opposite meaning of that word. Some words can be understood better by their contrasts in context.*
e.g. big Xsmall new X old full X empty

12. syn. and ant.

Using dictionary in vocabulary teaching

Obviously the dictionary provides one of the best resources for students who wish to increase the number of words they understand - or at least for students who wish to understand what a word means when they come across it in a text or in a conversation. The teacher should *examine different types of dictionaries and teach students how. to use them.* Bilingual dictionaries have been found to result in vocabulary learning (**Knight, 1994; Luppescu & Day, 1993**). Hulstijn, Hollander, and Greidanus (1996) showed that, compared to incidental learning, repeated exposure to words combined with marginal glosses orbilingual dictionary use lead to increased learning for advanced learners.

Bilingualized dictionaries may have some advantages over traditional bilingual or monolingual dictionaries. Bilingualized dictionaries essentially do the job of both a bilingual and a monolingual dictionary. Whereas bilingual dictionaries usually provide just an LI synonym, bilingualized dictionaries include L2 definitions, L2 sentence examples, as well as LI synonyms. Bilingualized dictionaries were found to result in better comprehension of new words than either bilingual or monolingual dictionaries (**Laufer *&* Hader, 1997**). A further advantage is that they can be used by all levels of learners. For beginners, teachers may want to examine the bilingualized *Longman-Mitsumura English-Japanese Dictionary for Young Learners* (1993), which includes Japanese translations, definitions, and examples. Currently, neither Collins COBUILD, Longman, nor Oxford.(all publishers with access to large, up-dated computerized English language data bases) have bilingualized dictionaries for intermediate and advanced learners.

Electronic dictionaries with multimedia annotations offer a further option for teachers and learners. Chun and Plass' (1996) study of American university students learning German foundthat unfamiliar words were most efficiently learned when both pictures and text were availablefor students. This was more effective than text alone or combining text and video, possiblybecause learners can control the length of time spent viewing the pictures.

Finally, training in the use of dictionaries is essential. Unfortunately, in most classrooms, very little time is provided for training in dictionary use (**Graves, 1987; Summers, 1988**). In addition to learning the symbols and what information a dictionary can and cannot offer, learners may need extra practice for words with many entries. Furthermore, learners need to be taught to use all the information in an entry before making conclusions about the meaning of a word.

Strategies such as guessing from context and training in the use of dictionaries are most appropriate for the intermediate and advanced learner. Although exposure to large amounts of reading and listening materials may provide a larger vocabulary and an initial vocabulary is required to enable an incidental learning of new words.

Word frequency

We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The *words* which are most commonly used are the ones we should teach first.The decision about what vocabulary to teach and learn will be heavily influenced, then, by information we can get about frequency and use. But this information will be assessed in the light of other considerations such as topic, function, structure, each ability, needs and wants.The fact remains that the frequency count will still be heavily influenced by the type of the text.

The lexical approach

The lexical approach advocated by Lewis must be given a special attention to. A lexical approach in LT refers to one derived from the belief that the building blocks of language learner and communication are not grammar,functions, notions or some other unit of planning and teaching,but lexis, that is ,words and word combinations according to Richards "Lexical approach in FLT reflects a belief in the centrality of the lexicon to language structure".

We do agree that if learners do not recognise the meaning of keywords they will be unable to participate in the conversation, even if they know the morphology and syntax. On the other hand, we believe that grammar is equally important in teaching, and therefore in our opinion, it is not the case to substitute grammar teaching with vocabulary teaching, but that both should be present in teaching a foreign language.

The Lexical Approach and Task-Based Learning have some common principles, which have been influencing foreign language teaching. Both approaches regard intensive, roughly-tuned input as essential for acquisition, and maintain that successful communication is more important than the production of accurate sentences. We certainly agree with these principles and have tried to use them in our class.

Many researchers show that the early stages of learning a language are characterized by a predominance of interlanguage interference while the advanced stages are characterized by intralanguage interference. This, of course, follows logically from the principles of learning theory: in the process of second (foreign) language acguisition the previous language experience interferes with the new ones, or is incorrectly associated with the new ones.

Much of human learning involves generalization. Learning a FL vocabulary also involves generalization and over -generalization. To "generalize" means " to draw a general conclusion from a particular set of examples or evidence" (**Oxford Advanced Learners' Dictionary, p 491**). Generalization and overgeneralization in language learning is a comman thing. Learners derive a conclusion usually from the observation of particular instances on account of some similarity. Our students vocabulary mistakes are a good illustration for it :

Weak- week
Hard- hardly
To draw attention - to pay attention
To rise- to raise
Hear –here
Also-either

Some other examples of commonly misused words:

Later(adv.) - latter (adj)

Loose(adj) - lose(v)
Principal -principle
Breath (n) - breathe (v)
Personal - personnel
Affect -effect

We analized 300 students' vocabulary errors and came to a conclusion that many vocabulary errors are caused by the poor knowledge of the cultural aspect ,for example:

Hi! (to a teacher)

Dear Mr. Editor -{in an official letter).

Mistakes/ errors caused by interference are a common thing in bilingualism (subordinative bilingualism)

Strategies available for learning and remembering a new word:

1. Internal context (analysing word structure - prefix base - suffix

2. Association of new word with words that look same (i.e, have the same base ,or item)

3. External context (studying the words, phrases or sentences just preeding or just following the unfamiliar word).

4. Aural /visual cues (associating the word with some sound or image).

5. Native language aquivalents (associating the word with its equivalent in your native language).

6. Synonyms (associating the word with word(s) of similar meaning: nice-fme,beautiful)

7. Antonyms (associating the word with word(s) of opposite/ contrastive meaning)

8. Collucations (associating the word with the words that go together with it):to make-, to do

9. Placing the word within a semantic field (semantic mapping)

10. Constant use of a word

Vocabulary strategies for everyday use;

a. Write the vocabulary items on individual cards or slips of paper with their translation on the reverse side. See how many words you can remember from the English definition by turning them over one by one; then try it the other way round. (This game is more fun if played with two or more people!) Separate out the ones you find hard to recall and carry them around with you in your pocket, reviewing them while waiting for buses, standing in line to buy tickets, etc..

b. Learn the words in the context of the sentences in the dialogues of your textbook.

c. Say the words out loudly as you study them.

d. Write down the words you find most difficult to memorize on a separate sheet of paper and give extra time to them,

e. Tape-record the words and their definitions; then listen to the tape several times. Use the 'pause' button to test yourself, f. Associate words with pictures,

g. Group them by generic categories, e.g. furniture, foods, etc.; or according to the situations in which they occur, e.g. under Tost Office' you can put stamps, aerograms, printed matter, etc. Another way is by function, e.g. greetings, partings, conversation starters, etc..

h. Make sentences using the new vocabulary (and grammar patterns) ready for use in class.

Part II
A model of Teaching English Vocabulary for active use at university
l. Principles in teaching vocabulary

It is acknowledged that modern FLT should be based on the universal principles of Didactics (-the principles of consciousness, activity, visuality, consecutiveness, systematicness, accessibility and durability) and the principles of FLT methodology. For effective and resaltative teaching vocabulary all these principles should be observed.

The 7 didactic principles are independent and at the same time they are mutually connected.

-The principle of consciousness presupposes knowledge and understanding by the learners of what he /she is doing and why. A conscious approach to foreign language teaching implies the use of the learner's native language. When a student begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first. That is why translation as comparison with the native language of the learners should be used.

Practice and repetition are important methods by which students can become familiar with new words and understand how they may be used correctly.Visuality is defined as specially organrized demonstration of linguistic material and language 'behaviour characteristic of the target language with the purpose of helping the student in understanding. Visuality may be of different types, in teaching vocabulary: Graphic visuality, object visuality, and language visually. In accordance with the principle by visualty all these types should be used.

-The principle of durability stands on the principles of systematicness, accessibility and activity.

The principle of activity in teaching vocabulary implies that the pupils are involved into active work with the words (choral work, individual work, work in pairs).In teaching a foreign language it is necessary to stimulate pupils' activity by involving them in the act of communication in the target language either in its oral(hearing, speaking) or written(reading, writing) form.

A principle is a guide line to follow ;a basic general foundation of something (**Oxford advanced learners'dictionary, p. 919**)

-Language is a system and each word has its meaning defined in relation to other words. This insight leads to an easier,more effective and theoretically sounder way of explaining. It is always more helpful to explain difference of meaning rather than meaning itself.

An individual word in a language frequently acquires a meaning because of its relationship with other words. Awareness of certain kinds of realationship makes explaining vocabulary easier for the teacher, and learning it simplier for the student. Here are some important relationships:

a. Synonyms. These are by no means as frequent as people think. Though words may have similar denotative meaning(they represent the same concept) their connotational meanings often differ. Sometimes, however, it is possible for the teacher simply to say 'enormous' means the same as 'very large'.

b. Antonyms.
hot-warm-cool-cold

c. Complements.
single/married, 'single' means 'not married'

d. converses.

parent/child, employer/employee.

e. Hyponyms.

Car, van, bus, lorry are hyponyms of vehicle.

People learn a language most effectively through activity when solving

problems, creating things themselves.

The material should correspond to the age and mental power of the learner : be neither too difficult nor too easy or too childish for them

New vocabulary must be connected to students' previous knowledge and experiences. For example, if you want to formulate an idea in a foreign language you retrieve from your memories quite easily words that express your **concept** in your mother tongue. If you have been taught in terms of single word 'core' meaning solely by means of translation equivalents and your teachers have not provided you with information about collocational possibilities and restrictions, then you will very likely 'translate' collocations from your first language into the target language in an unacceptable form. You will quite naturally combine words from the word pairs you have learnt from the word lists. Unluckily the result is often very poor and may end up with misunderstanding.

Analysis of teaching materials for teaching vocabulary

Our immediate aim is to give a brief analysis of teaching materials used at intermediate level at Kyrgyz Turkish Manas University. In terms of teaching vocabulary for active use, the text-book under analysis is "New Headway Intermediate" According to the author's conception vocabulary teaching / learning is of great importance. There are 12 units in this book and there are at least two vocabulary inputs per unit in the student's book. Many of the vocabulary exercises have pronunciation element. The author adopts three approaches to the teaching of vocabulary:

• To teach new words in a lexical set, for example, the weather, art and sport.

• To encourage good vocabulary learning habits, by using a dictionary.

• To teach the systems of vocabulary, for example,multi-word verbs, prefixes and suffixes, synonyms, antonyms, homonyms, homophones,silent letters, compound nouns and collocation. These approaches are integrated to varying degrees into the vocabulary sections of each unit: Form, meaning and usage. The general amount of vocabulary is 2000 The vocabulary is arranged in accordance with the thematic principle.

1) The mastery of a word depends on how many times it is repeated (at least 5- 6)

Unit two: Sports and leisure activities (3h.)

In this unit tennis is repeated 3 times, fishing 2, play 8, skiing 7 times etc.

2) The mastery of a word depends on the types of activity for vocabulary: The speaking activities are very useful because they teach how the word is used (in speaking, reading, auding, writing).

Sport is something that makes a lot of people happy, we could start the lesson by generally brainstorming all the sports our students play. This could take the form of a mingle activity where students stand up and circulate, asking as many questios as possible about sports, and all this could be pooled in a class feedback session. And ex.5 is a short personalized activity, picking up from exercise 1 where the students can say which sports they like.

3) The mastery of a word depends on how it is explained:

1. Direct methods (synonyms, antonyms, definition, context. word building element).

2.

Translation

Proper Translation   Translation-explanation

		Semantic mapping**,**
writing	{	**,** giving derivatives,
		making up lists of words
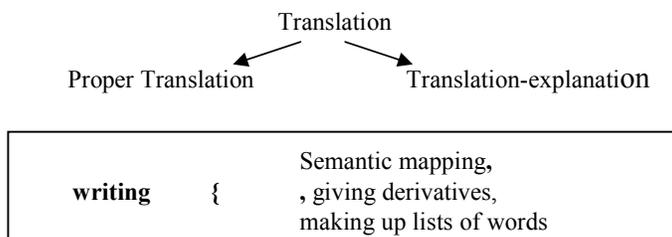
Ex.3: choosing some of the sports or activities from the list and fill in the columns (ex2); writ collocation with the word play, go ,do : play football.

Listening activities are very useful because the student should have an idea not only about the graphic form of the word but they should know the sound form of the word. This activity will help to develop memory'bond.

Ex.4: Listen to three people talking about their favourite sport or leisure activity and make notes under the following headings. unit 6 ; Words that go together (collocation) (2 h)

In this unit expensive is repeated 2 times, food 8, delicious 2 ,busy 1 time etc. which is of course not enough. Different types of listening activities for teaching vocabulary are given in the appendix of the textbook.

Types of activities; This should be satisfying as collocation is an interesting and useful area; this activity also sets up the **reading** to follow on "English food". There is a lot for the students to explore ,they will need their dictionaries. Students put a suitable adjective in the gaps; listen and check their answers. We find this section of the text book most successful. But the frequency of use of the words leaves much to be desired.

Unit 5 A weather forcast (3h)

In this unit "sunshine" is repeated 3 times snow- 2 storm- 2 mist -2 times etc. From this we can see that this doesn't provide memorization of the words though they met in other units(6,7,8,9) later.

Types of activity;students **listen** to the tape and and answer the questions (speaking) (Ex.1) and take notes ex.2 (writing), students work in pairs or small groups to complete the chart.Ex4 (writing) The variety of activities is a bit different which prevents from monotony and stimulates interest.

We think it reasonable to make a SWOT analaysis;

S - strong points
W - weak points
O - opportunities
T - threats

Strong points: The topic is interesting; it makes activities more enjoyable; sport is students' favourite topic and as to weather it is not just the English who like to talk about; the weather is something that affects us all, it makes activities more enjoyable.

All four skills are developed systematically and activities are interwoven; the material is presented in exciting contexts and besides some activities encourage student to use dictionary, that is self-dependent work. Another good point is that in other units student can see this vocabulary again. There are at least two vocabulary inputs per a unit in the book.Activities are personalized in most cases.this gives students a chance to use new vocabulary actively. All this is closely connected with the didactic principles observed here (activity, visuality , consciousness, etc.)

Weak points: There is a lot of vocabulary on the tape that students might not know; theacher should pre-teach these words in pre-listening. Ex: in unit 5 the topic is "weather". The teacher should pre-teach items such as backbone,crops, coastline.etc Students will probably know one word used as a noun, but not all parts of speech (verb, adjective and adverb). They make mistakes, such as *It's sunshine today, *It was rain yesterday.

The author used new vocabulary only in the vocabulary section in most of the units. I think it is not enough for students to memorize this vocabulary much more activities with the word(s) should be used. Our brief review of the text-book (Headway Intermediate) in account of teaching vocabulary for active use shows that on the whole Teaching Vocabulary is treated on communicative lines but it doesn't provide communicative-cognitive approach to vocabulary teaching / learning for active use due to low frequency of use of some words in the text-book. Vocabulary Charts semantic mapping, vocabulary tables are very often used in different textbooks.

Vocabulary charts can be very useful in helping students widen their passive and active vocabulary based on related word group areas. Typically, students will often learn new vocabulary by writing lists of new vocabulary words and then memorize these words by Rote. Unfortunately, this technique often provides few contextual clues. Rote learning helps "short term" learning for exams etc. Unfortunately, it doesn't really provide a "hook" with which to remember new vocabulary. Vocabulary charts, on the other hand, provide this "hook" by placing vocabulary in connected categories thus helping "long term" memorization.

Creation of vocabulary charts to be shared around the class is very useful at any level.

• Teachers begin lesson by asking students to explain how they go about learning new vocabulary.

• Teachers explain the concept of "short term" and "long term" learning and the importance. of contextual clues for effective "long term" memorization.

• Teachers present the idea of creating vocabulary charts to help students learn specific content related vocabulary.

• Teachers distribute a copy of the example vocabulary chart.

• Teachers divide students into small groups asking them to create vocabulary charts based on a particular subject area. *Example: house, sports, the office, etc.*

• Teachers/ students create vocabulary charts in small groups.

• Teachers copy students` created vocabulary charts and distribute the copies to the other groups. In this way, the class generates a large amount of new vocabulary in a relatively short amount of time.

Vocabulary tables are abundantly used in the text-book.Vocabulary tables can be very useful in helping intermediate to advanced students increase their vocabulary based on differentforms of a particular word that is known to them. This activity can be strengthened by havingstudents base their vocabulary tables on specific topics. By

basing tables on specific topics,students also improve their "long term" memory of related words. In this lesson, you will find an <u>example vocabulary' table</u> based on words related to making music, specifically classical music,as well as a lesson outline.

-The aim is -expanding vocabulary in specific contextsTable creation provided **verb, noun, adjective and adverb** forms of words

Outline:

Teachers begin lesson by asking students to explain how they go about learning new vocabulary'.

• Teachers explain the concept of "short term" and "long term" learning and the importance of contextual clues for effective "long term" memorization.

• Teachers present the idea of creating vocabulary tables to help students build on preexisting vocabulary knowledge

• Teachers distribute a copy of the <u>example</u> vocabulary table based on classical musicterms.

• Teachers divide students into small groups asking them to create vocabulary tables based on a particular subject areas. *Example: work actions, character, sporting actions, etc.*

• Teachers make students create vocabulary tables in small groups.

Teachers copy student,-created vocabulary tables and distribute the copies to the other groups. In this way, the class generates a large amount of expanded vocabulary awareness in a relatively short amount of time.

By the methodological model of teaching vocabulary for active use we understand a way of organizing the students' communicative - cognative activity, which makes it possible to achieve the goals set most effectively and to arouse each individual students' motivation in learning vocabulary for active use. As in the structure of the model there are different components (stages), we think it necessary to clear up the main stages of work on vocabulary in traditional FLT. Many methodologists traditionally distinguish the follwing stagesof teaching vocabulary.

Translation

Proper translation   Translation - explanation
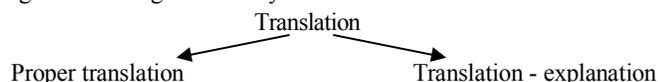
As we can see this model is mostly Teacher-centred, because it is the teacher who

| Introduction and Primary Development Consolidation | Further consolidation in different form of sp. Activity Speaking, reading,writing, listening |

chooses ways of introduction and consolidation, it is the teacher who chooses exercises for practice and further development of vocabulary. Communicative cognative approach stresses on the use of a language as a mean of communication and involvement of learners in the process of learning and cognition through communication.

In teaching vocabualary for active use the primary concern is to actively involve students into the process of vocabulary learning

I. At the stage of involvement students should be motivated and interested in what they do and should be given a chance to be involved into the active learning using their prior knowledge, their language experience.

II. At the stage "study" when the vocabulary is presented in different ways students are actively involved. Ways of presentation of new words in T- centered model as practice shows depend on 3 main factors:

1. Linguistic factor, le the character of words to be explained;

2. Psychological factor, ie the students' language proficiency.

3. Pedagogical factor, ie the time allotted; We are usually pressed for time. In our model the factor of time alloted plays a positive role and gives an apportunity for the study phase to again and again if necessary.

Definitions must be very carefully chosen; Pet: an animal that you keep in your home for company or for pleasure. **Regret;** a feeling of sadness about something that cannot now be changed. The use of antonyms/synonyms also has limitations because there are no pure synonyms or antonyms: nice, beautiful ,fine,handsome What the teachers should remember is:

• To give direct instruction in vocabulary. Introduce new words before reading and develop an understanding of the meaning with students.

• To help students generate their own definitions for words by using context clues, word attack skills...and other techniques.

• To have students use new words in sentences. Have them use each word several times. Practice and review vocabulary often.

• To assign students readings from a variety of sources appropriate to the social studies field. Offer direct instruction in comprehending the readings.

• To broaden student exposure to situations in which they will hear new social studies vocabulary in context. This can be accomplished through discussion, guest speakers, field trips, and readings. Lexical habits are formed in types of exercises for teaching vocabulary are usually divided into 3 large groups: I. Training exercises, II. Speech III. Communicative

Rules for the students

1. Remember that vocabulary goes from passive knowledge to active knowledge - this means that you need to repeat a word often before it becomes active vocabulary.

2. Be patient with yourself, it takes time for this process to work.

3. Try always to learn vocabulary in groups of words instead of random lists. In this manner, words are related to each other and are more likely to be remembered over the long-term.

Working in groups helps fostering learning independence, and specially in vocabulary work, learners can exchange knowledge, asking others to explain unknown items. We also hope that group work will be a motivating factor, as students talk about places they have been on holiday to, trying to remember details together, exchanging impressions and even good memories!

As we said earlier, we find it of vital importance that students are given opportunities to use the language they are learning in a realistic context. Therefore, we suggest the following tasks:

1) Writing a leaflet is a possible task, It is also a relevant, real life task that we expect will interest students.

2)Writing project is also a possible task in the intermediate level. If students are really interested in the task, this could be transformed into a project, involving research and the production of a leaflet or web page in the multi-media centre.

Once new vocabulary has been introduced, students need more than just a few brief exposures to the word truly to learn it. Students need multiple opportunities over an extended period of time to encounter the new word in a variety of normal contexts. They need to read, hear, write and speak it so that the word is internalized and becomes part of their usable vocabularies. In planning vocabulary instruction, teachers need to utilize techniques that actively involve students with newly introduced words. Learners should not be passive participants in expanding their vocabulary knowledge. They need to manipulate words mentally, to see similarities and differences among them, and to consider multiple definitions and shades of meaning. Crosswords. chainwords, searchwords and othergames are usefull for teaching vocabulary for active use

Practical experiment of teaching vocabulary for active use at the intermediate level

In order to find out the effectiveness of our model of teaching vocabulary for active use we made an experiment at the KTMU. The experiment was carried out in March, 2003 and lasted for a month. There were 4 stages in our experiment: organization, realization, constatation and interpretation of results. During the organization phase we defined the tasks of the experiment which read as follows: Teaching Vocabulary for active use will be effective if the students are actively involved into the communicative-cognative process of vocabulary teaching / learning at all stages of it. Two groups of students of the intermediate level with approximately egual language competence were chosen (40 students); the first one is the experimental group (EG consisted of 20 students), the second one is the Control group (CG consisted of 20 students).

At the first stage of the experiment a pre-experimental diagnostic test was carried out in both groups of students with the purpose of checking their vocabulary knowledge. The pre-experimental diagnostic test consisted of the following tasks: To translate words of different types into Turkish.

1. revolution
2. forget me not
3. hand
4. arm.
5. offer
6. suggest
7. leg
8. foot
9. artist
10. refuse
11. deny
12. to make a bed
13. re-arrange
14. unhappiness
15. to make an experiment

The results of the students' tests were thoroughly analysed and compared. Metods of statistics were used to find out the level of students' vocabulary knowledge

$$X= \frac{C.a \times 100}{T.n}$$

X- the level of students knowledge (%

C.a= correct answers

T.n=total number of test-questions

The pre-experimental test revealed.

1. 60 % of students failed to explain the collocations of the word "make" because they had not been explained properly and learned by heart

2. Poor knowledge of prefixes and suffixes

3. Difficulties with English words with a wider range of meanings than in Turkish

During the experimental teaching which lasted for a month we used our model "boomering" and taught students vocabulary for active use on the topic. "Custom and tradition" Then the post - experimental test was made and the results were as follows

We gave a list of isolated words (the number is same 15) of different types that presented certain difficulties for the pupils to translate into Turkish.

1. visit
2. lifelong
3. arrive
4. interesting
5. enthusiastic
6. push
7. make a queue
8. comment(v)
9. offer
10. pollution
11. uniform
12. gentleman
13. hard
14. hardly
15. underground.

Two weeks later we gave students a text on the theme "customs and traditions" containing some of the words presented in the list.

` Recently a Turkish friend came to visit me. It was one of her lifelong dreams to visit London, and she certainly knows more about the city than I do. She arrived at lunchtime and we spent a tiring afternoon going round the Tower of London. However, by 5 o'clock I couldn't help noticing that she didn't seem as enthusiastic as she had been earlier. I asked if anything was wrong and she said, "This is all very interesting but where is the fog and where are the men in bowler hats? Why did everyone push to get on the bus at the bus stop instead of making a queue? It's very different from the books I've read about England'.

Her comments made me think. It's true that people don't queue much any more nowadays you often find that everyone just jumps on the bus. Or maybe this is only in London. Also the idea of a man standing up and offering his seat to a woman on a train or bus is unusual these days, although my father still does it!

As for the weather it was good, we all know that a hundred years ago there used to be fog all year round in London, but we no longer have much fog; nowadays we have pollution from all the cars! Over the last few years in the summer London has been one of the hottest

places in Europe, although we still get more than enough rain in the other seasons.

What about the city men in their working 'uniform'? Well you can still see some city 'gents' in their smart suits, but men hardly ever wear bowler hats. A few things don't change, though. If you try to start a conversation with an English person on the underground in London, she or he will probably look at you as if you are mad!

% 100
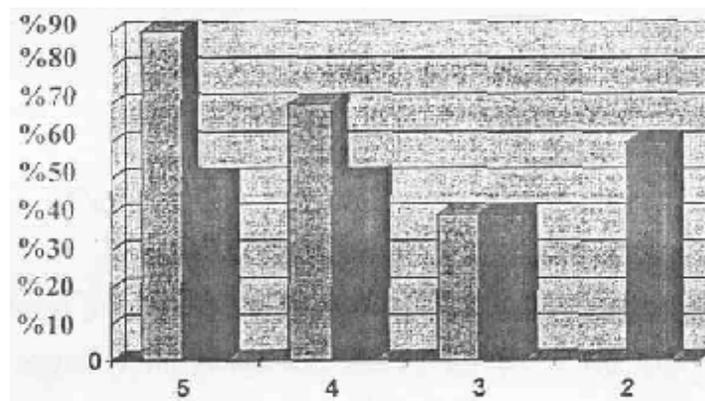
Experimental group   Control Group

1. Who is the text about?
2. What was the girl's lifelong dream
3. What was wrong with her?
4. Why did everyone push to get on the bus at the bus stop instead of making a queue?
5. What was her father still doing?
6. Why do they no longer have much fog?
7. What was the London weather like?
8. Who are the men with bowler hats?
9. What were they wearing?
10. When will people probably look at you as if you are mad?

We gave the text above and asked some questions in order to know can they use vocabulary actively and the result showed that.
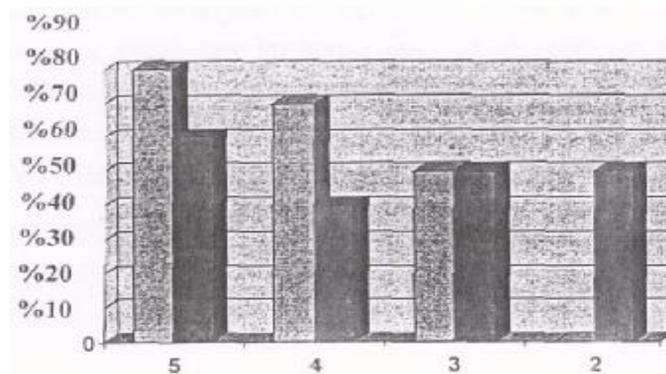
Experimental group   Control Group

The results of both parts of the test analysed and discussed in the post experimental test revealed : smaller percentage of students who failed to explain collocation ,good knowledge of prefixes and suffixes and no difficulties with words with a wider range of meanings than in Turkish was less.

Conclusion

Theoretical and practical research on the problems of Teaching Vocabulary for Active Use in KTMU in the process of teaching English confirms our hypotesis that effective Teaching Vocabulary for Active Use is closely connected with students motivation, students former language experience and knowledge: for organization of Teaching Vocabulary we took into account psychological and linguistic factors students involvement into communicative oriented Vocabulary Teaching on the basis of linguistic psychological and linguistic data.We worked out a methodological model of Vocabulary for Active Use which is first of all student-centred and communicative-oriented.

The results obtained in experimental teaching show good potential in the use of the model we suggest. The use of the "boomerang model" made it possible to actively involve students into the process of Teaching/learning vocabulary and to improve the students basic skills in using vocabulary in reading, speaking, listening, writing. We think that the results of our research can be used by FL teachers at different types, of schools.

We however do not claim that is not the only way to intensify to process of Teaching Vocabulary for Active Use.Much more can be done with the use of information technologies in teaching vocabulary for active use. Much more can be done in the field of illiminating difficulties in teaching English vocabulary connected with the Turkish competence, the interference on vocabulary level. We think it might be the subject of another investigation.

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