

TEACHING VOCABULARY THROUGH INTERACTIVE VOCABULARY TECHNIQUE

The second year student: Xudoyberdiyev Ilxom

Scientific supervisor: Narimanova. J

*at Uzbekistan state World Languages University,
Tashkent city, Uzbekistan.*

Abstract

The objective of this article is to find out whether or not the use of interactive vocabulary technique improved students' English vocabulary and students are interested in learning vocabulary using interactive vocabulary technique. This research applied quasi experimental method. The subject of the research is based on the second year students. The sample consisted of two classes of two classes, they are control group and experimental group. They were trained through interactive vocabulary technique and conventional technique. The use of interactive vocabulary technique was interesting to the students, so they were motivated to learn English Vocabulary.

Key words: Teaching Vocabulary, Interactive Vocabulary, reading comprehension, the language skill.

Introduction

The most important element involved in the language skill is vocabulary. Providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading, writing, listening, and speaking comprehension. The more students master vocabulary, the more they will understand and more communicative. Vocabulary is needed to convey what one wishes to say, which is organized grammatically. The ability to communicate and to convey our social needs could not be established without having enough vocabularies as Hennings (2000) affirms the important of vocabulary as the building blocks of meaning. Students with limited vocabularies have trouble understanding what they read and hear because they have 'too few building blocks' with which to construct meanings.

In many schools students do not have the opportunity to take intensive vocabulary-building classes. Many of these students have difficulty comprehending what they read or listen. A major cause of this difficulty is their lack of understanding of abstract English words. Courtright & Wesolek, 2000 stated that most teachers deal with vocabulary in a haphazard and rather unprincipled way and most teachers leave the selection of vocabulary to the course book. In teaching vocabulary, the teachers have to be focused on: building the learner's 'start up' or initial vocabulary; developing

the learner's understanding of what learning words means; showing the learner how to learn the words most effectively.

Research shows that learners need about 3000 'word families' to be good at English. A 'word family' is a group of words that share the same meaning such as 'help', 'helping' 'helped' 'helpless' etc Waring, 2001. The teachers should concentrate on the most frequent and useful words first, as it is these words the learners will meet very often. Research also shows that learners learn best when they are made actively involved in word learning and at different levels of mental activity. If a learner just repeats a word over and over, the processing is quite shallow because it is just maintaining knowledge. Thus, writing the word out time and time again will lead to little learning. Learners should be trained to work with words deeply, by working with the collocates, looking at how the word is similar but different from other words, by forming 'networks' of word relationships in their minds and not just keeping words in isolation. Thus, learners must be given chances to notice new words for themselves, and made to hypothesize about the meaning of new words. They should also be given chances to experiment with their hypotheses by producing the new words in speech or writing. Only by experimenting will they know if the learning has been successful. Thus teachers should try not to just present the meaning of a word to a learner, but let the learner work it out for herself, with guidance where necessary.

To make the thematic words effective for communication, the teacher must teach them to the students not in isolation. Instead, the teacher must create various activities that can make the students active in practicing the words in the forms of utterances, that is, the activities that can engage the students in practicing the words through the four skills, in other words, the classroom activities must give ample opportunities to students to listen, to read, and to write English (Nurmala, 2005)

Interactive and communicative vocabulary activities can lead to better word learning (Courtright & Wesolek, 2000). Building vocabulary is far more than memorizing words. So by using interactive vocabulary the students not only memorize the words but they can comprehend, apply, and use them in a certain context or situation.

“Interactive vocabulary instruction means presents key word from the text to students in a variety of ways that require students’ participations” Rupley et al (in Maclean, 2000:15) Zimmerman’s study in (Courtright & Wesolek, 2001) set out the

following parameters for teachers who would design the interactive vocabulary lessons. In her subjects’ special vocabulary classes, each lesson was to include the following:

1. Multiple exposures to words;
2. Exposures to words in meaningful contexts;
3. Rich and varied information about each word;

4. Establishment of ties between instructed words, student experience, and prior knowledge; and

5. Active participation by students in the learning process.

She also states that interactive vocabulary activities can be designed to fulfill any of the following purposes:

1. Exposure (word meaning and illustrate appropriate usage);
2. Expansion (using the appropriate word form in context);
3. Expression (word knowledge in either oral or written original expression using the target words)

Interactive vocabulary is one of teaching vocabulary techniques which requires and involves students to be active in learning process. The researcher formulated research question is addressed: Can the use of interactive vocabulary technique improve students' English vocabulary? And Are the students interested in learning vocabulary using interactive vocabulary technique?

The research focused on the teaching of English vocabulary through interactive vocabulary technique. The kinds of vocabulary that presented in this research are verbs, nouns, and adjectives which related to the students' lesson theme. There are most activities used in interactive vocabulary technique. However, only four activities were applied. Those are: (1) found in dictionary, in this activity the students have to find the meaning of the words in dictionary and find the class of the word in dictionary, whether they are noun, verb, adjective, or adverb. Besides the students also have to differ the words that are similar in appearance but often radically different in terms of grammar and/or meaning. (2) Same or opposite, in this activity the students will determine a group of words whether they are same or opposite. (3) Vocabulary groups, in this activity the student will group some words based on a certain criteria. (4) hot seat games, in this activity the students expected to describe the word, using synonyms, antonyms, definitions etc.

METHOD

In this research, the researcher applied quasi experimental method using two groups' pretest-posttest design. For the Experimental group, the students were given vocabulary test as pretest. Then, this group was taught vocabulary by using interactive vocabulary technique for four sessions (90 minutes for each session). At the end of the treatment, the students were given objective test as posttest and questionnaire to know the interest of the students about interactive vocabulary technique. As well as the experimental group, the control group was also given objective test at the beginning of the teaching period. This group was taught by using usual technique for four sessions (90 minutes for each). Usual technique here means the technique which has been used by the teacher there. At the end of the teaching period, they were given posttest.

What is the relationship between learning vocabulary and reading comprehension?

Two of the most important findings related to vocabulary learning are (1) that reading is the single most important factor in increased word knowledge (Anderson & Nagy, 1991) and (2) that a rich vocabulary increases comprehension and learning (Manzo, Manzo, & Thomas, 2006; Robb, 2009). In other words, students develop extensive vocabularies not by completing worksheets, memorizing word lists, or using a dictionary or glossary to define unknown words but by the act of reading (Weir, 1991). Nist and Olejnik (1995) investigated the impact of dictionary use on vocabulary growth and found that definitions in the dictionary were not very helpful to students and that they did not use them very productively, if at all. Allen (1999) and Robbins and Ehri (1994) contended that vocabulary growth is the result of the extensive amount of reading that occurs in a balanced reading program that includes read-alouds and think-alouds; shared, guided, and independent reading experiences; and fictional and informational book readings that focus children's attention on meanings of unfamiliar words in context.

The amount of time students spend reading, especially free choice reading, is the best predictor of vocabulary growth and development (Anderson, Wilson, & Fielding, 1986). In particular, time spent on repeated readings of a story produces significant gains in vocabulary growth and development (Senechal, 1997). Similarly, spending time on storybook readings and interactive talk contributes significantly to gains in vocabulary (Dickinson and Smith, 1994), as does working with words, thinking about them, and seeing them in a meaningful and relevant context (Daniels & Zelman, 2004).

In sum, an extensive body of research indicates that learning vocabulary is a lifelong process. Individuals learn new words at an amazing rate; vocabulary growth occurs more from seeing words in context rather than defining words in lists; individuals learn new words incidentally (especially by paying attention to the context in which they are used); and sustained, frequent reading enhances vocabulary growth. As Nagy (1988) asserted, "What is needed to produce vocabulary growth is not more vocabulary instruction but more reading" (p. 3).

Conclusion

The use of "Interactive Vocabulary Technique" gives good effect to improve the students' English vocabulary. The use of "Interactive Vocabulary Technique" is interesting to the students so they are motivated to learn English vocabulary. This led to the conclusion that the use of Interactive Vocabulary Technique" is effective and applicable in teaching vocabulary.

References:

1. Courtright, M & Wesolek, C. 2000. *Incorporating Interactive Vocabulary Activities into Reading Classes*. Article on line (<http://www.staff.uiuc.edu/cwesolek/rw.html>). Retrieved on December 12th 2007.
2. Diamond, L & Gutlohn, L. 2007. *Teaching Vocabulary*. Article. Educational Website Service of Public Television Station (WETA). Washington D.C. Online (<http://www . Idonline.org /article/9943>). Retrieved on December 12th 2007.
3. Gairns, R & Redman, S. 1986. *Working with Words. A guide to teach and learning vocabulary*. Cambridge: Cambridge University Press.
4. Gay, RL, Mills Geoffrey E, and Airasian Peter. 2006. *Educational Research Competencies for Analysis and Application (Eighth Edition)*. New Jersey: Meril Prentice Hall.
5. Narimanova J. Y. The Challenges of the Black Female Spirit in the Stories of Alice Walker. WEB OF SYNERGY: International Interdisciplinary Research Journal Volume 2 Issue 1, Year 2023 ISSN: 2835-3013. <https://univerpubl.com/index.php/synergy>.
6. Narimanova J.Y. Raising EFL Students' Intercultural Communication through Short Stories. International Journal of Academic Pedagogical Research (IJAPR) ISSN: 2643-9603 Vol. 4, Issue 7, July – 2020, Pages: 24-32.
7. Narimanova J.Y. The Role of Teachers' Cultural Awareness in Preparing to Work with Multicultural Students. The American Journal of Social Science and Education Innovations (ISSN – 2689-100x) Published: September 18, 2020. P: 172-181.