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RESEARCH ARTICLE

TEACHING VOCABULARY THROUGH INTERACTION, LAW CONTENT BASED VOCABULARY TEACHING.

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Abstract

This article concentrates on modern methods and approaches of teaching vocabulary through interaction. Several researches of Western linguists are given with examples and proven with statistics.

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Introduction:-

Teaching area unit is necessary, below the trend of globalization within recent two decades. Inside the increasing international occasions caused by frequent international interaction for numerous sorts of functions, the learners' vocabulary accumulations area unit effort a condition of being tested. That is to say, the Taiwanese English learners' vocabulary proficiency would be examined due to the ineluctable worldwide contract caused by the globalization. However, English communication can be carried out in an appropriate, understandable, and a smooth formal way, vocabulary teaching would contribute to this point if someone is asking this question that is supposed to be discerned as it is directly associated with the real world.

Based on River's (1987, 2000) theory, she suggests that small group work would be an ideal type of interacting. In her book, Interactive Language Learning (River, 1987, 2000) Professor River suggested that interacting activities can be controlled through two forms of interactions, which are small group works and pair work. Within the formats of small group works, gather information and gate-keeping are two functions that group works can offer.

In modern vocational education, there is a tendency to integrate various approaches to the preparation of a future specialist, in which they are considered as an object and subject of various activities. We do not exclude the concept of "object of knowledge", "object of activity" from the process of professional development of a personality, but at the same time we recognize that the main subject of the personal development of a person responsible for the results of their development is the student themselves who are able to take a subject position and possessing the main quality - subjectivity, which allows them to self-realize in the educational process, to achieve the set educational and professional tasks.

Various aspects of the educational and professional activities of the student were considered in the works of V.V.Davydova, S.R.Zenina, E.P.Belozertseva, A.D.Goneev, A.G.Pashkova, N.H.Valeeva, N.I.Meshkova, T.A.Yerina and other scientists. Famous psychologist D.B.Elkonin notes that the leading activity in adolescence is

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educational and professional activity, which differs from educational activity in that “professional and personal self-determination is carried out in its process”.

In our understanding, educational and professional activity is the process of professional training of a future specialist, accompanied by the formation of a system of professional knowledge, skills, competencies, formation of the personality of a future professional, their ability for continuous self-development and self-education. These conclusions emphasize for us the importance of considering the student as a subject of the process of their own professional development, as a subject of various activities, including educational and professional activities. Focusing on educational process, we need to highlight the professional activity in this case. As to common basic, students usually learn the sphere they are included in not being distracted by others. Precisely, those who choose medicine study only medicine until they become professionals of their fields and the same process goes for other fields. In most countries, educational process is lead on one or two languages and as well as specialists are trained in these languages. As a result, the local population of many countries is informed only in one or two languages about every field of society. Depending on this issue, we are contributing to the development of teaching English to several common fields of society with our small group. Our group concentrates on teaching Legal English. In this process we are mostly focusing on teaching law terms to the students of Law University in English. As an initial step, we are analyzing classes that students have and the subjects that they have during semesters. As the last stage we are planning to publish our own textbook of “Legal English”.

The category of the subject was originally a category of philosophy and at the ontological level was considered in the system of relations “subject-object”, where the subject was understood as a carrier of the objective-practical activity of knowledge, possessing activity and the ability to transform phenomena of reality. Psychological and pedagogical science considers a person as a carrier of subject properties, allowing them to be the subject of their life activity, the processes of their formation and development.

Researcher E. N. Volkova notes the following psychological characteristics of student age: “A relatively high educational level, active consumption of culture, relative economic autonomy, development of cognitive motivation, increased need for communication, social activity are characteristic of students”. For us, an important characteristic of this age is an increased interest in one’s own personality, self-knowledge and self-education, and a desire to expand social ties.

In the conditions of the pedagogical process of a university, a student is considered by us not just as a subject of activity, communication, cognition, but above all as a subject of educational and professional activity and a subject of life activity. Cognitive activity and motivation, conscious choice of the sphere of professional activity, active attitude to one's own social experience, conscious choice of strategies and tactics for mastering and creative transformation of educational and professional activities, responsibility for the results of their professional development allows us to speak about the student as a subject of educational and professional activity .

Vocabulary use and development has been recognized by researchers and learners as a major aspect of learning a new language, and particularly SLA researchers have increasingly paid attention to vocabulary learning (Ellis, 1994). Huckin and Coady (1999) conducted an extensive literature review, focusing on key unresolved issues of incidental vocabulary acquisition, such as the actual mechanisms of incidental acquisition, the type and size of vocabulary needed for accurate guessing, and the effects of input modification. However, the studies they reviewed were mostly about vocabulary acquisition through reading (i.e., written texts), irrespective of different purposes and methods. As Ellis (1994) pointed out, there has been relatively little attention to vocabulary learning from oral input. On this matter, Brown, Sagers, and LaPorte (1999) note: One possible roadblock to more research into incidental vocabulary acquisition from oral input may be the lack of a rough map of where such research may need to go. With so much done on acquisition from written texts, researchers with written discourse can follow many leads into new territory. With oral texts, less is known. Part of the problem lies in the difficulty in capturing and analyzing anything resembling natural oral discourse. Natural oral discourse, on the other hand, is more dynamic and fleeting. If it is captured and made static, on tape for example, it generally requires a transformation into written form before it can be examined and reexamined (p. 261).

In our study, we do not limit ourselves only to consider a student as a subject of educational and professional activity or life activity. The process of the emergence and deployment of the student's subjective position and subjectivity in the educational process of the university will be most effective when implementing the conditions of

continuing professional education as an installation on the process of continuous development and self-development of a person throughout his life with a view to its successful professional development. In this regard, we are talking about a student and as a subject of continuous professional education, which, according to TV, is capable. Pishulina, "To the conscious self-regulation of their activities in the continuous development and self-development of the individual with the aim of successful professional self-determination and self-realization in the conditions of the information society".

CA and SLA

CA, a branch of ethnomethodology originating from the sociological interest in people's everyday interaction, has been adopted as an approach to investigate talk-in interaction between native-nonnative or nonnative-nonnative in the learning environments by SLA researchers (e.g., Hauser, 2003; Hosoda, 2000; Kasper, in press; Kim, 2003; Kurhila, 2001; Markee, 2000; Mori, 2002). This makes relevant questions about what CA is and what characteristics of CA can make contributions to the field of SLA. The discussion of this issue will be based on previous researchers' discussions. Based on the historical background and ethno methodological foundations of CA, Markee (2000) defined CA as "a form of ACD (analysis of conversational data) that accounts for the sequential structure of talk-in-interaction in terms of interlocutors' real time orientations to the preferential practices that underlie, for participants and consequently also for analysts, the conversational behaviors of turn-taking and repair in different speech exchange systems" (p. 25).

Existing vocabulary teaching strategies

Palmberg (1990) proposed two main types of teaching methods to improve vocabulary learning. The first focuses on the sense of L2 based exercises and activities, which stand as a main target of CLT, and has received much attention in recent vocabulary teaching practices and materials. The second, however, focuses on the development of learners' own L2 associations. This is difficult to build into the design of any published materials, as associations are partly dependent on learners' background of languages, and their learning experiences can be very different, especially in multi-lingual societies. Therefore, teachers need to include an element of uncertainty or flexibility into classroom activities to support the development of learners' own built-in lexical syllabus.

To analyze vocabulary teaching methods in more detail, Oxford and Crookall (1990) classified common techniques into four categories: (1) de-contextualizing: word lists, flashcards, and dictionary use; (2) semi-contextualizing: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping; (3) fully contextualizing: reading, listening, speaking, and writing; (4) adaptable: structured reviewing. Based on their classification, and taking further the argument for a dynamic view, Figure 1 presents a dynamic continuum of different approaches. The more towards the left, the less a word is learned in contexts and in connection with other words, while the further to the right the greater the contextualization of the word.

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Memorization

Memorization is important for vocabulary learning: if words cannot be remembered, few are likely to be produced properly. However, in L2 language acquisition research studies and in studies of real teaching in classrooms, memorizing methods are not treated as a major concern or cannot be obviously fitted into any acceptable applied linguistic theory and methodology (Pincas 1996; Thompson 1987b). While there is evidence that memorizing prefabricated chunks (or lexical phrases) of language may play a central, essential, and creative role in language acquisition (Cowie 1988, 1992; Nattinger and DeCarrico 1992), if such aspects are not on the 'central' agenda for research or pedagogy, different ways to memorize target vocabulary are unlikely to be explicitly taught.

Interaction enables learners to work together for meaning, whereas in traditional classroom teaching/learning sessions, where the teacher provides information through one-way input students have little opportunity to produce the target language. The one way input task which involved the teacher introducing vocabulary through a comprehension lesson did not benefit lexical acquisition as much as the interactive tasks. By listening to the teacher

alone, there was insufficient reinforcement of the newly learnt vocabulary. The opportunity to practice the target language in the classroom has enabled the students in the experimental group to acquire and retain more vocabulary items than those in the control group. Thus, carefully planned activities involving negotiated interaction is too valuable to be overlooked in the ESL classroom. Instead, it should be one regular feature in the classroom which should be incorporated in the syllabus and textbooks for the value it offers. Preparation for important public exams need not be a boring and mundane exercise. English language classrooms need to be fun and exciting to encourage students to be involved in a variety of language exercises for the development of the English language and one such method is through negotiated interaction.

For ten years or so after it was first developed, only one form of the Vocabulary Levels Test existed, but there have been some further developments in recent years. Schmitt (1993) wrote three new forms of the test, following the original specifications and taking fresh samples of words for each level. This new material was used by Beglar and Hunt (1999), but they concentrated on the 2000- and University-word levels, treating them as separate tests.

The role of the student and the teacher in learning process

While considering teaching process it is better to get acquainted with the role of a student and a teacher in this sphere. The Western method is for the communicative teaching. To be more precise, in Western teaching method the students' role is more of importance than the teacher. Most of the work is done by students themselves and teachers are considered to be the guides in this intensive learning process. Take the clock for example, the clock works with battery and the battery works for an exact period of time according to its stamp. People adjust the right time so as they could lead normal lifestyle according to clock. The clock can work with or without the adjustment of people. But the matter is on verity of the time. The clock needs adjustment to work correctly and show the right time. The same circumstance can be seen between the interaction and learning process of teachers and students. Students can work and study hard in order to do better, they can put an effort as hard as possible following the tips that they made for themselves. Yet, how flexible and hard working they would not be, they need direction and guidance of teachers for reaching effectiveness.

Analysis of spoken and written language samples show that more than 80 percent of the words students encounter in English academic materials are likely to come either from the 2000 most frequent words (Nation, 2001) or from the academic word list of 570 words that are common to a variety of academic subjects (Coxhead, 2000). This may suggest that once L2 learners have acquired some 2500 words, they should be able to read most texts. However, the text in which 20 percent of words are known is very difficult to read with understanding.

Successful vocabulary learning will come from practicing:

From activities that ensure multiple opportunities to encounter words in a variety of contexts, using a variety of cognitive processes. Precisely, when learner sets the schedule of continual dealing with activities and exercises and follows it, he or she can get the considerable range of vocabulary from this process. After facing common words over and over learner becomes familiar with them and it becomes part of a learner's vocabulary. On this basis, it is suggested to do multiplied activities to enrich learner's vocabulary and study skills.

During the class. Learner should be active during classes and take part in debates using words that had recently been used. Mostly students learn words fast during classes because they learn words and put them into practice while debating on topic simultaneously. And those words can hardly be forgotten during their long period of learning since they already used them understanding the meaning and correct usage. The best way of learning words through interaction is by making mistake of the usage of the word during classes. In particular, when student uses the word incorrectly and realizes its actual usage after teacher's explanation and correction the student's brain will automatically correct the wrong conception into right one and never forgets it.

Through guessing the meaning of academic words. When nearly all the words in a text are unknown, it arises difficulty for a reader to learn new words by guessing their meaning while reading. Beck, McKeown, and Kucan bring the forward example from a story that middle school students may read:

Sandra had won the dance contest, and the audience's cheers brought her to the stage for an encore. "Every step she takes is so perfect and graceful," Ginny said grudgingly as she watched Sandra dance. (Beck et al., 2002, p. 4)

Here in this case a reader unfamiliar with the word *grudgingly* may think that Ginny watched Sandra with admiration as she was talented. Even the whole context and words would not help here to guess the right meaning of the word “grudgingly” as the context suggests positive meaning. However, the word “grudgingly” means here “done, given, or allowed unwillingly, reluctantly, or sparingly” which changes the meaning of the whole text automatically. For this reason for being able to guess the meaning of the word learner should learn the formation of the words more precisely.

Conclusion:-

Learning foreign language entails continual unbreakable process of activeness and practice. The basis of learning is vocabulary based not only on linguistics but also other fields such as economy, science, technology, medicine, law and etc. Language proficiency is reached by interaction. The interact extent to be with the teacher, who guides and corrects their inappropriate output either explicit or implicit with appropriate strategy until they receive their feedback, and pushes them to be their output more comprehensible.

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