

Teaching vocabulary for the intermediate level pupils

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Abstract: This article shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For ELL Whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context.

Key words: strategies, vocabulary, dictionary, cognate, consciousness, knowledge, definition, methodology, research, method.

Introduction

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of and interest in words. Vocabulary is the knowledge of words and word meanings, As Steven Stakl,(2005) puts it, vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands and deepens over the course of a life time. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

Methodology

The National Reading Panel(2000) concluded that there is no single research based method for teaching vocabulary. Intentional vocabulary teaching specific word instruction selecting words to teach word- learning strategies Dictionary Use. Morphemic Analysis Cognate Awareness (ELL) Explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students and learners should be explicitly taught both specific words and word learning strategies.

Result and Discussion

It will be developed if you teach it with its definitions to teach advanced vocabulary. These four stages of word knowledge were summarized.

I have never seen it before

I have never heard it, but I do not know what it means

I recognized it in the context it has something to do with... I know it.



I believe that words should be taught with their synonyms and definition only then will every student and pupils learn perfectly.

Search: search means to try to find something.

Prohibit: prohibit means to forbid something by law.

Integrate: integrate means to mix with and join society

Contact: contact means to communicate with somebody.

Analyze: means to examine something in detail.

Purchase: purchase means to buy

Predict: predict means to estimate something that will happen in the future.

Survive: survive means to continue to live.

Involve: involve means to include somebody or something in an activity, situation

Evaluate: evaluate means to judge or calculate the value of something

It is necessary to teach students that one word comes in more than one category.

Live: tirik o'lmagan (adjective)

Live: yashamoq (verb)

Live: to'g'ridan to'g'ri bevosita (adverb)

Mean: anglatmoq (verb)

Mean: xasis, baxil, ziqna (adjective)

Mean: pul, boylik, vosita (noun)

Fall: tushib ketmoq tushmoq (verb) fall: tushish yiqilis(noun)

Break: sindirmoq, sinmoq(verb)

Break: buzmoq (verb)

Break: tanaffus (noun)

Run: yugurmoq, chopmoq (verb)

Run: yugurish chopish (noun)

Accord: bermoq, kursatmoq (verb)

Accord: kelishuv bitim (noun).



Conclusion: If we teach each students or learners words with their categories the leaners' fluency will develop. That is, we can convey many meanings to the students with one word. In conclusion we use the above in teaching vocabulary, it will develop and expand students vocabulary. I think that we combine the vocabulary with its english deginations, they will increase in every way. This makes it easier for students and learners so that increase their vocabulary.when we ask them to say the word, they will give the defination in English and if we give the defination, they will say the word.

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