WAYS OF PRESENTING NEW VOCABULARY

Redman and Gairns distinguish three main categories: visual technique, verbal technique, and translation among techniques used in vocabulary presentation.

Visual techniques emphasizes the use of flashcards, photographs, boards, drawing, pictures cut from magazines, realia. Admittedly, the use of colourful materials can enhance the language acquisition due to the fact that majority of students is visualizes. What is more, mine and gesture ‘can easily convey an action or a concept.’ (Celce-Murcia)

The second technique is verbal techniques. In these techniques teachers use illustrative situation, which can be either written or oral, and create an example of a concept. Among this techniques it can be a short story, a dialogue, an anecdote from which students are able to deduce the meaning of a word. However, a teacher should be very caution about presenting a context to the new language items because the context may be unclean to students. That is why exemplary sentences should be clear and there should be few of them. Moreover, the use of synonyms and antonyms is quite common use particularly among low level students. This technique enables students to broaden vocabulary store as well as it ‘helps to build up in the student's mind the idea that language consists of choice, that words do not mean the same as each other’ (Lewis and Hill) Another technique of presentation is that words can be also presented by giving definitions which ensure that learners know the accurate meaning and the way the word should be used. Moreover, it is popular to contrast the lexical items by asking ‘what is the opposite of.....?’ or to give examples of the type- it follows that while teaching the word 'dog', a teacher can say 'a type of an animal'.

The last but not the least is technique used in presenting new vocabulary is translation. In spite of the popular belief that translation is traditional and boring, it has many advantages when used in a proper way. It is crucial to realize that for some words, such as technical vocabulary, translation is solely way. Moreover, it saves time, highlights similarities and differences between the native and foreign language. However, overusing this technique can lead to many distractions in language learning. Firstly, there is a danger

that students will not create the sense relation among different items in the new language. Secondly, usually translation in unattractive way of presenting new word which can precipitate the lack of motivation and, what follows, slower pace of learning will be unavoidable.

To sum up, the use of the multitude of ways to present new vocabulary can arouse students willingness towards learning foreign language. It should be emphasised that vocabulary items presented in attractive way is easier acquired and remembered for a longer time.

**TECHNIQUES IN PRACTISING VOCABULARY**

The methodological model of a lesson bases on three P's that is: presentation, practice, production. The length of each stage depends on the student level of proficiency, needs and difficulties in comprehension. The stage of practice is crucial since it gives an opportunity to check whether students understood the items correctly, as well as it build learner's confidence in using new language items.

There are few activities that enhance the process of practicing.

1. **Matching pairs**

   In this exercise the target word has to be linked with the proper synonym, antonym, definition, or picture.

2. **Fill in the blank**

   The aim of this exercise is to practice the vocabulary and the collocation as the students are given words to fit in to the sentences or passage.

3. **Sorting exercise**

   In this exercise a large number of words are put into different categories. Students task is to group those words according to specific category. For instance, vocabulary items can be related by topic, such as types of agreement, grouped by grammatical similarity, e.g.: nouns with irregular plural. Vocabulary items can also be distinguished by students by
pairs that are synonyms, antonyms or items within word families. It should be stressed that groupings should be adjusted to the students level of proficiency in English.

4. **Multiple choice**

Multiple choice items are a form of exercise in which respondents are asked to select one or more of the choices from a list. Admittedly, this sort of task only checks denotative meaning of the word and it does not allow to test connotation, spelling or pronunciation. Moreover, multiple choice exercises are time-consuming to compose but due to the fact that there is 25% chance of right guessing, students are fond of this strategy.

5. **Odd one out**

The teacher gives students four vocabulary items in which one word does not belong to the rest. Students goal is to underline the odd one out. For instance: agree understand compromise hop (hop is the odd word) Unfortunately, only meaning is tested, and again students have a chance to guess the right answer. However, the exercise is easy to prepare and check.

6. **Drawing a vocabulary network**

The aim of this exercise is to think of many association with the word. The teacher writes a word and asks students to write what do they associate with this word. Students create so-called 'spider map' where every item is written with a line connecting it to the original word.

7. **Identifying words we know**

In this exercise students are given texts and are asked to mark or underline vocabulary items that they have already learnt. Then, they are asked to work in groups of threes or in pairs and compare. Students are supposed to explain those words which are unknown to their partners. This activity emphasizes what student know rather than what they do not know which is very motivating, and for another, it encourages students to cooperate and peer-teaching.

8. **Dictation**

Here teacher words in the mother tongue and students task is to write the equivalents of words but in the target language version.
9. **Sentence translation**

The teacher provides students with sentences in the mother tongue and asks students to translate them into the target language, or vice versa. This activity enables students to pay attention to grammar and spelling. The problem, however, may occur if the mother tongue translation is inexact and misleading.

10. **Sentence completion**

Here students are provided with the beginning of the sentence and their task is to finish it. For example: *It was a great surprise when...*

11. **Backwriting**

Students in pairs and one student writes a word on the partner's back who has to guess the written word. This exercise is common among young learners but it can be successfully used with older learners as a way to entertain and relax.

12. **Writing sentences**

The teacher gives students word and asks them to write the sentence using the given word. This type of exercise practice both a meaning and the grammar.