ENHANCING VOCABULARY SKILLS OF LEARNERS THROUGH INTERACTIVE TECHNIQUES

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Abstract:

The process of learning a language involves a challenging process including vocabulary acquisition. Effective vocabulary learning strategies should be implemented across various English classes to make it simpler for students to improve their vocabulary skills. While the pandemic made it harder for students to study and master English vocabulary, the emergence of online learning resources is greatly praised because it makes learning more convenient for students.

Since this subskill is crucial to develop other skills, most teachers have trouble expanding their students' vocabulary. The main goal of this article is to provide a list of methods and strategies for improving students' vocabulary.

Key phrases: language, vocabulary, improve, word, useful, way, part, second language, students, develop, activity, method, meaning, increase, skill.

INTRODUCTION:

Every person's language is an essential part of who they are and is a crucial part of communication. It is an actor in the social community in which it plays a significant role, both shaping and being shaped by it [1]. Without language, it is challenging to communicate with others in various parts of the world. Knowing multiple languages is crucial because we live in a multilingual and increasingly globalized world [2]. A person is considered competent if they are fluent in two or more languages, especially if they have mastered the English language.

The way people learn words and their meanings is referred to as vocabulary development. It is possible to think of vocabulary development in terms of either promoting vocabulary learning or facilitating vocabulary acquisition. The former identifies opportunities that teachers create for students to learn new words incidentally and implicitly, while the latter refers to teachers' explicit and purposeful strategies for making sure students picked up new words.

The majority of occupations, including those in construction, engineering, and music, require specialized tools, so language use is necessary. Although many language learners believe that grammar is the most important aspect of learning a language, vocabulary is actually what gives a language its unique characteristics.

The list of words they are accustomed to in a language is known as their vocabulary. A vocabulary is a useful and essential tool for communication and

knowledge acquisition that typically develops and changes with age. One of the first steps in learning a second language is learning vocabulary, but one never gets to the final stage of vocabulary acquisition.

MATERIALS.

To teach English vocabulary effectively it is necessary to select appropriate words, and techniques. For instance, it is impossible to use the same ways of teaching for primary classes as well as for high school learners. The most important materials would be a suitable level of words and the ways of using them. The pre-test and post-test for quantitative analysis and qualitative analysis for validating findings were the only tools selected for the study because the investigator is actively involved in conducting various experiments in vocabulary teaching and has publications in the field. The materials, which come from a range of sources (magazines, newspapers, articles, etc.), cover a wide range of subjects of interest to university students, including the environment, careers, science, and technology.

METHODS.

There can be given several ways to improve students' vocabulary levels.

Teachers must arouse a strong desire in students to learn the language, particularly to memorize words. To pique students' interest in the language, instructors may use various techniques, such as letting them watch movies or listen to music, to demonstrate how to use English. A student's interest in learning can also be sparked by a teacher's crucial abilities, such as their command of a wide vocabulary in reading, listening, speaking, and writing. There are a few rules to follow when a teacher wants to get students interested in learning English vocabulary. The instructor should gradually engage students at that level, starting with articles that have lexical difficulties and new terms under acceptable discourse control. Secondly, teachers should help students reach their full language learning potential because doing so will increase their motivation and self-assurance. Thirdly, teachers should encourage kids with limited vocabulary by praising their progress and giving them encouragement in class.

To help students to learn and understand instructions more fully, teachers may provide feedback on learning outcomes in stages throughout the teaching process. As a result, the teacher may also treat the students with respect and dignity, which aids in increasing their confidence in their ability to learn and piques their interest.

Children frequently switch between different parts of speech in the cloze exam and blank filling. This might reveal their vocabulary's quantity and caliber. However, teachers frequently ask students to add a few new words to their vocabulary list in class but do not offer further explanations. Students are unable to use flexible language because the information they are familiar with is straightforward and elementary. Teachers must demonstrate how to incorporate English into their lessons to assist students in applying their newly acquired knowledge to practical circumstances. [3]

Here is a wonderful illustration of how to teach the word "transport" using the conversion section of the talk. Transport in opposition to Transport n. a. Our city's local buses is useful for getting around. (Adjectives can be attached to nouns, which can be used as the subject of a sentence. Our ability to fully explain lexical information allows students to learn about it in-depth.) All flights were canceled, except those carrying passengers. You should be aware that you are using the verb form. Transport is used as a predicate. By using these two phrases, students can brush up on their understanding of syntax, pick up new terms, and learn more. Students are aware of the importance of addiction, but they also understand that understanding unexpected information requires summarizing the rules of word conversion.

Instead of just focusing on students' grades, teachers should pay more attention to how their cognitive skills are developing and how well they are doing in school. As a result, teachers shouldn't only use summative evaluation. On the other hand, formative evaluation needs to take precedence. Formative evaluation includes diagnostic tests, which are a collection of formal and informal assessment procedures used by instructors at various stages of the learning process to modify teaching and learning activities to improve student performance.

This typically entails offering instructors and students qualitative feedback that concentrates on topic and performance details rather than grades. Summative assessments, on the other hand, are intended to track academic progress, usually due to the need for external accountability. As can be seen, formative assessment is a method used in teaching and learning activities to enhance the evaluation of current activities and pinpoint problems in the teaching and learning process. Through this assessment, teachers can quickly provide feedback to students and improve their instruction to have the greatest possible educational impact.[4]

Due to the extensive English vocabulary, teachers must assist students in organizing the words they encounter. While maintaining a vocabulary notebook, students may be encouraged to group or organize their words into categories rather than simply listing every word they have learned. If students intentionally organize their vocabulary, their word retention will increase significantly. With the words they've categorized in their notebooks, students can also use the word store to create a network. These terms can now be mixed up by students, and they won't confuse them ever again. The teacher might occasionally hold a competition to check the students' overall word count.

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When lessons are taught through games, students learn in a lively and competitive environment. Because of this, students take part in enjoyable activities to learn the material in their textbooks or to pick up extracurricular scientific knowledge. A creative and effective teaching strategy that combines "gaming" and "teaching" is the game teaching technique. The use of games in the classroom may increase students' enthusiasm for learning in general as well as for applying what they have learned.

The tactic of word mapping is one of them. One of the most effective methods for teaching vocabulary is word mapping because it encourages students to consider the relationships between words. The method encourages students to actively explore word relationships, which helps them gain a deeper understanding of word meanings by expanding their conceptual vocabulary. Students who use word maps can connect new words to their existing knowledge. They demonstrate the connections between words' concepts.

By illuminating these connections, students are better able to adapt their existing conceptual frameworks and create deeper meaning when they encounter textual words. Additionally, a word map is a visual representation of a word's meaning. Usually, it takes the shape of a graphic organizer with the vocabulary word in the center and three separate sections for the three key questions about the word linked to it.

Those are to help the student connect the term to prior knowledge, one of the questions in the graphic organizer's center is linked to the new vocabulary. This question's response, to the term "doll," would be "toy" or "plaything." What is it like then? is answered by defining the phrase. A doll can be thought of as a play baby or a play model that you can dress in various outfits. The final question is What examples? is a question that requires students to consider their prior knowledge of the term and apply it to objects that match the definition and meaning.

According to the above explanation, it can be inferred that using word mapping to improve students' vocabulary mastery is more beneficial. To effectively communicate, write, listen to, and comprehend the reading in English, students must expand their vocabulary. Finally, it can be said that a word mapping strategy can help students become more proficient in vocabulary. The researcher is aware of how far from perfect the research still is. The researcher hopes that this study will be able to contribute to future research, particularly when it comes to studies on vocabulary

mastery with various subjects and designs. Additionally, this research will be developed by other researchers using different angles and objects.

Teaching vocabulary in and of itself does not increase comprehension or achievement. Most studies that failed to show a link between vocabulary instruction and improvement of reading comprehension used teaching methods where students were provided limited exposure to the words and centered on the word-definition relationship.[5] Definitions do have an important place in word learning, but the inadequacies of using just the word-definition approach must be recognized and its use supplemented with more in-depth engaging endeavors. [6]

The teacher assigns words to be defined in the traditional definitional approach method of vocabulary instruction, and the student researches and commits the definitions to memory. Often, this kind of instruction does not result in improved comprehension. Lack of instruction in word meaning at the depth necessary for reading comprehension is one factor contributing to this failure to increase comprehension.

Flashcard

A flash card is a method that can make cardboard, paper, or anything consisting of simple words, sentences, or drawings as cited [7] flashcards is a simple picture on a piece of card or paper, and usually, this media always used as an educational tool. Moreover, based on www.wikipedia.com flash cards are information cards on both sides and colors, used in the classroom or private study.

There are many ideas for this study in the area of using flash cards to teach vocabulary. First, it is advised that future research be done in areas such as teaching grammar, reading, writing, speaking, and listening. To improve teaching effectiveness and prevent children from becoming bored, it is recommended that teachers use engaging images on flash cards. Thirdly, the teacher can design a fun learning process, like playing games, if he uses the word list as a strategy for teaching vocabulary. In general, it is advised that young students be taught vocabulary using flash cards.

In this research students in 9th grade were involved. During one lesson they were given pre-vocabulary tests while conducting the main aim of the lesson those words were used in listening, and reading skills. At the end of the lesson, students were tested again to analyze the result.

Results

Twenty questions were made up of a vocabulary pre- and post-test that was given to the students. The range of the pretest scores was 2 to 11, and the posttest scores were 10 to 18. Improvements score for the students ranged from 6 to 12 points.

Discussion

A pre-and post-test on vocabulary knowledge was given to the class. Direct vocabulary instruction was taught during the study using read-aloud. Read-aloud were employed in this study because they were already being used in the classroom, despite

the fact that there are numerous ways to teach vocabulary. The vocabulary knowledge of each participant in the study significantly improved. ELL students require specialized vocabulary instruction because they are simultaneously learning content and the English language. Because they are still learning English, they are unable to use context clues in the same way as other students. As a result, when students are taught vocabulary in a direct manner, both their content knowledge and English proficiency improve.

Conclusion.

It is impossible to dispute the importance of games in teaching and learning vocabulary. However, selecting the right games is crucial if you want to get the most out of vocabulary games. Every time a game is to be played, the total number of students, Factors like proficiency level, cultural context, timing, learning topic, and classroom settings should be considered.

In conclusion, playing games to learn vocabulary is an engaging and effective strategy that can be used in any classroom. The findings of this study imply that games are used not only for enjoyment but, more significantly, for the practice and review of language lessons, helping students to become more proficient communicators.

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