Basic Approaches in Vocabulary Teaching

Aboubakr Rigi
Department of English
Bharati Vidyapeeth University, Pune, India

Abstract
The aim of this paper is to show language teaching approaches. By showdown language structure interpretation strategy versus open approach the standards, the two focal points and inconveniences are considered. The initial segment concerns the authentic and hypothetical foundations of the two strategies and their attributes. It additionally committed by and large standards of vocabulary learning process.

Key words: Vocabulary, Teaching

Introduction
Numerous hypotheses about vocabulary learning process were composed, despite everything it remains the matter of memory. In this manner, there are a few general standards for fruitful teaching, which are substantial for any strategy. By and large, knowing a word includes knowing its frame and its importance at the fundamental level. In more profound viewpoints it implies the capacities to know its (Harmer 1993): 1) Meaning, i.e. relate the word to a proper protest or setting 2) Usage, i.e. learning of its collocations, allegories, and colloquialisms, and in addition style and enlist (the fitting level of convention), to know about any meanings and affiliations the word may have 3) Word arrangement, i.e. capacity to spell and articulate the word effectively, to know any deductions (adequate prefixes and postfixes), 4) Grammar, i.e. to utilize it in the fitting linguistic frame. As indicated by Wallace, 1988 the standards are: - point – what is to be educated, which words, what number of - require – target vocabulary ought to react understudies' genuine needs and premiums - visit introduction and redundancy - significant introduction – clear and unambiguous signification or reference ought to be guaranteed Learning vocabulary is a mind-boggling process. The understudies' plan to become to in learning vocabulary process is fundamentally their capacity to review the word freely and to remember it in its talked and composed shape.

In current system two fundamental propensities set apart: strategies in which the instructor has the most imperative part and picks the things understudies will master restricting the one where center moves far from the educator to the understudies. This makes understudies more in charge of their own learning and permits to address singular issues of every understudy. (Gairns and Redman, 1986).

Linguistic use interpretation strategy ought to be tempered with different ways to deal with making a more adaptable and helpful technique. Nancy Thuleen, in his site article, condemns the unsafe impact on understudies' advantage: "The most exceedingly terrible impact of this strategy is on understudies' inspiration. Since (s)he can't succeed - prompts disappointment and absence of trust in language use. Then again, for understudies who react well to tenets, structure, and revision, the syntax interpretation technique can give a testing and notwithstanding engaging classroom condition." (Thuleen, 1996).
There are a few positive angles to be found in this approach. The supporter of syntax interpretation technique, Rao Zhenhui, stresses the significance of the language structure as a major component which enables us to produce sentences. Just right sentence structure can guarantee intelligible correspondence. Fitting language structure investigation enables understudies to procure semantic fitness better. "Interpretation is by all accounts a valuable device if utilized sparingly, however it ought to be utilized with the alert." (Harmer, 1993). The principal worry of open approach is language obtaining as opposed to cognizant learning. As indicated by Krashen, “securing is a characteristic procedure, like the way kids create capacity in their first language. It is subliminal process when understudies don't know about the reality they are procuring language yet are utilizing the language for correspondence." (Krashen, 1987)

The process
How words are recalled Unlike the learning of sentence structure, which is basically an administer based framework, vocabulary information is to a great extent an issue of aggregating singular things. The general run is by all accounts an issue of memory. What's more, amid the way toward teaching and learning vocabulary a critical issue happens: How does memory work? Specialists into the workings of memory recognize the accompanying frameworks ( Thornbury, 2002) – short-term store – working memory – long-term memory Short-term store Short-term store is the mind ability to hold a predetermined number of things of data for timeframes up to a couple of moments. It is the sort of memory that is engaged with rehashing a word that you have quite recently heard the instructor demonstrates. However, fruitful vocabulary learning includes more than holding words for a couple of moments. To coordinate words into long-term memory they should be subjected to various types of operations. Working memory implies focussing on word sufficiently long to perform operations on them. It implies the data is controlled by means of the faculties from outer sources as well as can be downloaded from the long haul memory. Material stays in working memory for around twenty seconds. The presence of articulator circle empowers this new material preparing. The capacity to hold a word in working memory is a decent indicator of language learning fitness. The better capacity to hold words in working memory the smoother the way toward learning outside languages is. Long-term memory Long-term memory can be viewed as sort of filling framework. Not at all like working memory, which has a constrained limit and no lasting substance, this sort of memory has a colossal limit and its substance are solid after some time. Be that as it may, to guarantee moving new materials into lasting long haul memory, requires a number of standards to be taken after, portrayed by Thornbury, 2002:

• Retrieval - another sort of redundancy. Exercises, which require recovery, for example, utilizing the new things in composed assignments, help understudies to have the capacity to review it again later on.
• Repetition – redundancy of experiences with a word is critical, valuable and successful. In the event that the word is met a few times over space interim amid perusing exercises, understudies have a decent opportunity to recall it for quite a while.
• Spacing - it is valuable to part memory work over some undefined time frame instead of to mass it together in a solitary piece. • Pacing – to regard distinctive learning styles and pace, understudies ought to be in a perfect world given the chance to do memory work separately.
Imaging – effortlessly envisioned words are preferable essential over those that don't bring out with any photos. Indeed, even theoretical words can be related to some mental picture.

Mnemonics – traps to help recover things or tenets that are put away in memory. The best sorts of memory helpers are visuals and catchphrase procedures.

Motivation - solid inspiration itself does not guarantee that words will be recalled. Indeed, even unmotivated understudies recall words in the event that they need to confront suitable assignments.

Attention - it isn't conceivable to enhance vocabulary without a specific level of cognizant consideration.

Use - putting words to utilize, ideally in a fascinating way, is an ideal method for guaranteeing they are added to long-term memory.

Cognitive profundity - the more choices understudies make about the word and the all the more subjectively requesting these choices are, the better the word is recollected.

Personal arranging - personalization fundamentally expanded the likelihood that understudies will recall new things.

Conclusions
Vocabulary is a vital piece of the English teaching process. It should be an exceptionally powerful informative gadget as it conveys the most elevated amount of significance inside people groups' verbal communication. In any case, language itself isn't just individual lexemes set up together, however it is important to take after an arrangement of sentence structure guidelines to guarantee to adjust cognizance of speaker's expectation. In this way, vocabulary together with sentence structure rules procurement assumes a huge part in outside language teaching. The motivation behind this postulation is to contrast two distinct states of mind with language teaching procedure, which are broadly utilized as a part of current conditions: the sentence structure interpretation technique and informative approach, with their reasons what is to be educated and how they impact last understudies' securing. The initial segment is dedicated to the hypothetical foundation of vocabulary teaching. It likewise continues the standards of both analyzed methodologies and screens the improvement in language teaching zone - the move from concentrating on syntactic structures which must be remembered to the open capacity of language.

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