

- 3 Knowledge management in the learning society. — Paris, 2000. — P. 59.  
 4 *Kastels M.* Informational epoch: economy, society and culture. — M., 2000. — P. 530.  
 5 *Hodzson J.* Social and economical consequences of progress of knowledge and increasing difficult // Keys of economy. — 2001. — № 8. — P. 445.

Э.А.Өтеубаева, Т.А.Пастушенко

## Қазіргі замандағы университеттер

Қазақстан Республикасы 1991 жылы егеменді мемлекет ретінде алдына аса маңызды мақсаттар қойған болатын, яғни әлемдік қоғамдастыққа кіру, ал отандық білім жүйесінде халықаралық білім кеңістігімен үйлесім табу. Аталмыш мақсаттарды жүзеге асыру үшін міндетті түрде инновациялық даму мен ғылым күштері, бизнес пен мемлекеттің оған тән мүмкіндіктері мен бағыттарын біріктіруді пайымдайды.

В статье рассматривается роль и инновационное развитие университетов в республике в свете приобретения суверенитета в 1991 году, что поставило перед Республикой Казахстан важнейшую задачу — вхождение в мировое сообщество, а перед отечественной системой образования — задачу гармонизации с международным образовательным пространством. Для реализации данной задачи необходимо инновационное развитие, которое предполагает объединение усилий науки, бизнеса и государства с присущими им потенциалами и предназначениями.

UDC 372.881.111.1

Е.Е.Utemisov

*Karaganda State University named after E.A.Buketov*

## Common sense approach in vocabulary building of English language

This article shows ways of developing vocabulary building in English language. It consists of some efficient points like, correct selection of taught vocabulary and ways of teaching it. Moreover, using and perfecting new vocabulary through reading. Not only examples of developing exercises can you find, but also definite influence factors on everlasting memory of vocabulary in students' minds. Furthermore, we tried to show that it is impossible to remember words learnt by heart without understanding and using them. As a result we can surely cite that the best way of teaching vocabulary is using it in reading.

*Key words:* student, language, vocabulary, activity, approach, reading, writing, newspaper, collocation, grammar

Most traditional EFL textbooks have modules designed to increase vocabulary stores. Although there are many different techniques for teaching vocabulary, it can be difficult for students to effectively increase their stock of new words through mainstream approaches; new words are most often simply acquired through use. In this respect, it is somewhat similar to developing reading skills. What I have decided to focus on here though is maintaining and expanding the students' vocabulary as they have a fair ability to express themselves, have a good grammatical knowledge and are reasonably competent in skills work and especially reading, expanding their vocabulary can help them noticeably.

Traditional curricula define intensive reading as reading carefully, or in detail, for an exact understanding of the text, while extensive reading is simply reading for pleasure and general understanding, not focusing on every detail. What I feel is the myth of intensive reading. It can't really teach you how to read; traditional reading courses can describe reading strategies such as skimming (reading for general understanding) and scanning (reading for specific information), and offer practice in utilizing these strategies, however it's the process of reading extensively that really hones skills such as understanding opinion, understanding inference, and recognizing discourse markers. In other words, we learn to be competent readers by reading.

And so it is with vocabulary. Traditional approaches have not been very effective. We learn vocabulary by using vocabulary, using it in meaningful contexts.

Gail Ellis and Barbara Sinclair make some useful suggestions for extending and recording vocabulary in *Learning to Learn English*, and look at ways of getting students to be more active in this [1]. They include:

Knowing what you need to know. i.e. What vocabulary is worth learning and how, productively or receptively, and what you need to know about the lexical item, what part of speech it is and its collocates and pronunciation etc.

Setting yourself goals based on real experience and working out ways of achieving them. For example, a student finding she was lacking the vocabulary to hold a conversation about nuclear accidents, set out to read newspaper articles about Chernobyl.

Looking at ways of remembering vocabulary by finding out what methods suit you best. For example, using semantic pictorial or personal associations, stress patterns, the number of syllables, initial consonants or final clusters or part of speech for organising and revising vocabulary.

To aid remembering and using vocabulary it is helpful to approach it in the form of collocations. As Morgan Lewis points out in *Teaching Collocations*, knowing a word is much more a case of knowing how to use it and what words collocate with it than simply knowing what it means. He exemplifies 'wound' and 'injury', the difference being only their collocational range, for example 'a stab wound' but not 'a stab injury' [2; 13–15]. Rob Batstone makes a similar point and applies it to grammatical correctness. You can say 'He was admired by Jane' but not 'He was fonded by Jane' [3; 8]. Halliday even goes so far as to say:

The lexical system is not something fitted into grammar. The most delicate form of grammar is lexis. As grammar becomes more specific, choices are more and more realised by a choice of lexical item than a grammatical structure [4].

This is something Michael Lewis sees as essential, saying in *The Lexical Approach* that the grammar — vocabulary dichotomy is false [2].

To increase the learners vocabulary then is an important way of improving the learners' language as a whole. Morgan Lewis actually states it as a way of improving at this level:

The reason so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which. They may know a lot of individual words which they struggle to use, along with their grammatical knowledge, but they lack the ability to use those words in a range of collocations which pack more meaning into what they say or write [3; 14–15].

One more thing is worth mentioning at this point. As Michael Lewis says in *Teaching Collocations*, collocations are concerned with the way language naturally occurs. Encountering and recording the whole is more efficient than in its constituent parts. Exemplifying 'initial reaction' he says that it is much easier to break down from the whole for production separately than to try and put it together from the two parts. By knowing one lexical item, you therefore know three.

So where can we find collocations as they naturally occur?

As Jimmy Hill suggests in *Teaching Collocation*, a newspaper article is really suitable. While comparing fiction, a financial report and a newspaper article for their richness of collocation and usefulness in class he says:

The 1st and most obvious point to make about factual texts ... is the high percentage of words which occur in fixed phrases and collocations. This is completely typical of such texts. Collocation is either so commonplace that it is unremarkable or so inherent in text that it should have a central place in all teaching. These texts are clearly more suited to the EFL class room than the extracts from fiction [3; 11].

He incidentally finds fiction also rich in collocation but of the wrong kind for most students and financial reports incredibly rich but again of the wrong sort.

Newspaper articles, if chosen well are not only a useful source of collocations, but should be of interest to my students. Recognising that the students read the news on a daily basis, the content should be stimulating, relevant to the students' lives and also not too difficult to understand as the content crosses over cultural boundaries. Following from this, the collocations students find in this type of text should be useful for future recognition when reading similar stories within the same semantic field.

Before continuing with newspaper articles, I must point out that I do not want to dismiss in any way, other forms of written and particularly spoken text. They all can be collocationally rich, speech especially in semi-fixed expressions and multi-word adverbials which are essential for improving speech as Lewis points out in *Teaching Collocations*. A balanced diet of text is needed but in this particular case, I see newspaper articles as a way my students can learn essentially on their own.

From class discussion we have established that the whole group has access to the internet at home or at work and therefore access to the news in English in written form at least. Two particularly good websites I have found are The Guardian and The Week. I have found the latter to be of excellent use as it provides news summaries of all the weekly news and being summaries the texts are especially collocationally rich, collocations providing the most succinct way of providing information.

A well-known school in Kazakhstan preps its students for vocabulary sections of standardized tests by making them memorize long lists of words; the words are culled from previous exams and are occasionally recycled, so at worst one gets practice in the areas of vocabulary commonly tested. Needless to say, this may be somewhat effective for test performance, but most of the words are forgotten soon after the test.

Vocabulary lists have many drawbacks, notably that these lists are not contextualized and that many items are not relevant to students and, thus, rarely used. Some textbooks «chunk» vocabulary; that is, they group vocabulary items in specifically defined categories, such as colors, vegetables, or home furnishings. This may have the advantage over randomly selected vocabulary in that, sometimes, vocabulary items in categories reinforce each other, which makes them easier to learn. Still, the vocabulary groups may not be relevant to certain students and, hence, go unused and unassimilated.

Jeremy Harmer cites the principles of frequency and coverage which involve how often words occur in the language and how many different meanings a root word can cover, e.g., play being taught with playboy, Play Station, playbook and etc. This system, however, is also flawed as it often ignores topic, function, structure, and the needs of individual students.

Presenting vocabulary takes many forms. Using *realia* or bringing objects into a classroom can often clarify meaning for a student, but the obvious drawbacks include depicting large concrete nouns and abstract concepts. *Graphics* are also useful, especially when illustrating objects that are too large to be brought into a classroom. *Mime and gesture* are useful in defining verbs and other concepts involving movement and action. *Enumeration*, a cousin of chunking, distinguishes the general from the specific in presenting vocabulary. For example, one can introduce the item appliances and then illustrate by enumerating items such as refrigerator, microwave oven, dishwasher, and such. One of the most common presentation techniques is *explanation*, but the more involved an explanation becomes the more advanced students have to be to really grasp it, a drawback in itself. *Translation* is also a commonly used presentation technique, but it also comes with its own limitations—culturally complex concepts are often difficult to accurately translate, teachers may not be fluent in the students' native language, and a class of students from mixed language backgrounds would make translation of little use.

*Discovery techniques* go beyond simple modeling, explanation, mime, and translation; instead of simply furnishing meaning, discovery techniques also ask students to discover how the language works. The difference can be illustrated by looking at questions on a reading or listening comprehension evaluation that measure type 1 and type 2 skills. Type 1 questions simply ask students to pick out clearly stated information from a written or spoken passage, while type 2 questions demand students understand information that isn't always directly stated, such as recognizing discourse markers, getting meaning from context, and interpreting attitude and opinion, information that requires students to possess a greater mastery and knowledge of the internal workings of a language. Similarly, discovery techniques have students look at language from different angles, not just from a semantic point of view. Students may be presented language and asked the time framework—is it describing the past, present or future? Students may be asked to note instances of adjectives and prepositions found in a written or spoken descriptive passage. Discovery techniques shift the emphasis from the teacher to students and invites them to use their reasoning processes and problem solving skills to learn the subtle nuances of the language and, hence, to mimic the psycholinguistic approach utilized by native language learners.

Harmer summarizes «knowing a word» in the following way:

- MEANING
  - Meaning in context
  - Sense relations
- WORD USE
  - Metaphor and idiom
  - Collocation
  - Style and register
- WORD INFORMATION
  - Parts of speech

- Prefixes and suffixes
- Spelling and pronunciation
- WORD GRAMMAR
  - Nouns: countable and uncountable, etc.
  - Verb complementation, phrasal verbs, etc.
  - Adjectives and adverbs: position, etc

While discovery techniques encourage to gain insight into how a language works, they are meant to be introduced in the classroom and, as such, are a somewhat artificial approach to vocabulary acquisition. Native language learners acquire new words by listening and reading to language in context, lots of authentic language, authentic language that, unlike metalanguage, communicates real-world information.

Native speakers listen to and read contextualized language every day. This exposure gradually imbues them with a thorough internal understanding of how a language works. Stephen Krashen in his research review, *The Power of Reading*, feels the research supports massive comprehensible input of language (freely defined as a lot of language at or just above the student's level) as a method to not only increase vocabulary, but to improve other skills as well. Krashen cites free voluntary reading or reading for pleasure as a key component in overall language development. Extensive reading, reading for pleasure, free voluntary reading (or whatever you want to call it) has consistently been linked to language mastery; this includes all facets of language from the basic skills of reading and writing to the more subtle grasp of word meaning, use, information, and grammar.

Looking at the data, as Krashen has done, leads us out of the classroom and into the world of reading. The most practical pedagogical approach is encouraging students to read what interests them and to read often. While not a classroom activity, extensive reading can be implemented in a school setting by establishing student libraries stocked with a wide variety of books, magazines, and internet resources that would interest young minds. Other factors crucial in establishing a productive extensive reading environment include: a) furnishing materials that are at or just above student reading levels, b) not tying their extensive reading to grades or evaluations, and c) giving students enough free time to access and use an extensive reading library/reading room.

Why does the simple process of reading have such a salubrious effect on overall language development? Reading recreates, more than traditional classroom exercises, the way language is encountered in the real world. It is contextualized; that is, it is set in a schema of surrounding language which gives the reader opportunities to discover both meaning and structure.

Take the following paragraph, for example:

*The **blixxet** belongs to a family of vegetables famous for nutrition, but not necessarily taste. Like other green vegetables, it is rich in vitamins B and C. While not the tastiest option around, there are ways to «jazz it up.» One popular preparation is to **kllumper** it in water. It must be kllumpered for at least 20 minutes as, unlike leafy vegetables, the blixxet has to be tenderized a bit. Remove it from the water, sprinkle it with sea salt, olive oil, and parmesan cheese, and you have a tasty, nutritious (not to mention inexpensive) side dish.*

Blixxet and kllumper are nonsense terms, so we couldn't possibly ascribe a meaning to them as isolated words. In a reading passage, though, with surrounding context, we can learn quite a bit; namely, that blixxet is a noun; it's a green vegetable which is nutritious, cheap, but far from delicious. It is not a leafy vegetable, but probably a stalk-like vegetable, perhaps with some similarities to asparagus, broccoli, or, maybe even celery. Similarly, kllumper can be inferred to represent a verb, a cooking process, probably boiling or a method similar to boiling which involves hot water.

In a paragraph of under 100 words we can learn a lot about unfamiliar language. If the paragraph were extended, further clues would be furnished to the reader because of the recursive or redundant nature of language—terms are often repeated with supplementary descriptive material which gives readers even more insight into the passages. In addition, parenthetical information is common in discourse; e.g., [...the blixxnet, a fibrous, green vegetable grown in Asia,...][...the blixxnet (a fibrous, green vegetable grown in Asia)...]and this, too, defines, clarifies, and enlightens. So, without knowing certain aspects of language, extensive reading serves as a self-actuated education tool which builds our surface and deep knowledge of the language, often without us even being conscious of it.

A view which very closely resembles noticing is consciousness raising (C.R.). Jane and Dave Willis identify among C.R.'s characteristics:

The attempt to isolate a specific linguistic feature for focused attention. From the wealth of language data to which learners are exposed we identify particular features and draw the learners' attention specifically to them. The provision of 'data which illustrates the targeted feature'. It is our contention that this data should as far as possible be drawn from texts both spoken and written, which learners have already processed for meaning, and that as far as possible those texts should have been produced for a communicative purpose, not simply to illustrate features of the language.

The requirement that learners 'utilise intellectual effort' to understand the targeted feature. There is a deliberate attempt to involve the learner in hypothesising about the data and to encourage hypothesis testing.

Newspaper articles, if chosen well are not only a useful source of collocations, but should be of interest to my students. Recognising that the students read the news on a daily basis, the content should be stimulating, relevant to the students' lives and also not too difficult to understand as the content crosses over cultural boundaries. Following from this, the collocations students find in this type of text should be useful for future recognition when reading similar stories within the same semantic field.

Before continuing with newspaper articles, I must point out that I do not want to dismiss in any way, other forms of written and particularly spoken text. They all can be collocational rich, speech especially in semi-fixed expressions and multi-word adverbials which are essential for improving speech as Lewis points out in *Teaching Collocations*. A balanced diet of text is needed but in this particular case, I see newspaper articles as a way my students can learn essentially on their own.

Lastly concerning newspaper articles, they are authentic text, and being so we can provide learners with the language as it naturally occurs, seeing beyond sentence level at how it behaves according to the discourse functions with-in it.

Spoken language, of course, is different from written language. Oral discourse is temporally fleeting, full of stops and starts, errors and other idiosyncracies that don't appear in formal writing. There is still context, redundancy (perhaps more than writing) and descriptive or parenthetical clarifiers.

*«...that Professor Black drives me crazy...he's my history prof...a real hard case, nobody gets an «A» or even a smile... no matter how hard I work, I'm gonna get a «C»...nothin' higher...»*

The listener didn't know who Professor Black was when he encountered the speaker, but in 10 seconds the listener had discovered quite a bit about Professor Black. If not, at least the speaker's opinion of Professor Black. An argument can be made that oral English is too informal, functional, and fleeting to build vocabulary the way reading can. Certainly vocabulary can be acquired orally by the Direct Method (Socratic Method) of asking a question and receiving an answer. For vocabulary building, this would entail asking the meaning or translation of a word, and then using it immediately in meaningful context. While informal oral discourse often involves limited everyday concerns, extensive reading offers page after page of language—punctuation, syntax, semantics, morphemics—on a variety of topics, all permanently contextualized on a page or a screen.

Reading/vocabulary building modules in English as a Foreign Language still tend to over-emphasize short passages followed by traditional vocab exercises. While many of these exercises, whether they be fill-in-the-blank, multiple choice, or even more entertaining ones such as crossword puzzles, can be helpful in expanding both active and passive vocabulary stores, it's extensive reading that research cites as the single most important factor in developing overall language mastery. Cause reading is a self study exercise, as we know students learn best when they drill on what they have learnt in the class.

All in all, in my own experience with school children I try to encourage my students to read more. Nevermind, whether it is a book, newspaper, magazine or an internet article. All of them have positive effect on their language studies and learning mood. As a proverb says, there cannot be bad students, there can be bad methods of teaching. Of course it's very obvious that reading has never been most interesting part of learning, but it's the most practical. For that reason we try encourage reading books by telling students stories from the book that we had prepared before the lesson and read from it highlighting the name of the book. It cannot be inscopisious by students vision. And in near future you can see the result of mastering vocabulary in their writing and speaking.

## References

- 1 *Ellis G., Sinkler B.* Extending vocabulary. — Oxford: Oxford University Press, 1989. — P. 97.
- 2 *Lewis M.* Teaching Collocations. — Hove: Language teaching publications, 2000.
- 3 *Batstone R.* Grammar. — Oxford: Oxford University Press, 1994.
- 4 *Hallyday M.* Systematic and functional grammar. — Cambridge: Cambridge University Press, 1978. — P. 43.

Е.Е.Өтемісов

### **Ағылшын тілінде сөз байлығын дамытудың жалпы жолдары**

Мақала ағылшын тілін меңгерудегі сөздік қордың даму және қолданысқа енгізу жолдарын мысалдар арқылы ашады. Оқытылатын жаңа сөздердің дұрыс таңдалуы, оның қолдану және дамыту әдістері мен құралдары мысалдармен келтірілген. Сонымен қатар дамыту жолдарының мысалдары ғана емес, оқушының есте сақтау қабілеттеріне әсер ететін нақты факторлар көрсетілген. Сондай-ақ сөздік қордың жаттау арқылы емес, ұғыну, әдебиеттерде оқу және жазбаша жұмыстарда қолдану маңыздылығы түсіндірілген. Қорыта келгенде, сөздік қорды есте сақтаудың ең тиімді жолы кітап оқу арқылы ұғына пайдалану жолы екендігі дәлелденген.

В статье раскрываются основные подходы к развитию словарного запаса в изучении английского языка. Выделены пути и средства к обучению словарного запаса обучаемого с помощью чтения. Приведены примеры не только развития словарного запаса в овладении английским языком, но и конкретные факторы влияния на долговечность закрепления словарного запаса в памяти обучаемого. Проанализированы методы и способы запоминания и осмысления слов в чтении. В статье выделен ряд вопросов, связанных с развитием и использованием словарного запаса в запоминании и осмыслении слов в чтении.