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LEXIS TEACHING METHODS IN ECONOMIC CLASSES



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Abstract. The article is devoted to the effective methods study of memorizing economic and general vocabulary in English. The author explains this topic relevance by the globalization processes, affecting all areas of the economy and public life. The article explores various methods of lexical knowledge volume expanding. The classification of lexical skills general exercises is presented; the semantic and pragmatic functions of lexical skills in the field of economics and general vocabulary are described, factors influencing this are listed. The author compares the active and passive vocabulary, describes the systematic process of the lexical unit transition from passive vocabulary to active. The main part of the article describes a pedagogical experiment to increase the effectiveness of the development of speech skills using communicative and grammar - translation methods of language teaching. The study allows to conclude that the active use of vocabulary in the grammatical translation method impacts better pronunciation, proper use in sentences and grammar of not only economic, but also general vocabulary.

Keywords: teaching methods; economic lexis; grammar-translation methods; lexical skills; English.

JEL codes: A 20; A 69.

Introduction

In the age of globalization and hi-tech progress a good knowledge of English language is both required and necessary: its opens a wide horizon for being involved in international cooperation, merchandizing and why not, every day communication.

Consequently speaking skills are fundamental. In modern life there are f huge number of methods and approaches of teaching foreign languages. But, however, the most famous among teachers and tutors are communicative and grammar – translation methods of language teaching.

The aim of this article is to make a comparative case study of communicative and grammar – translation methods of language teaching within secondary school students in eight and nine economic classes.

The actuality of the article is proved by advanced lexical skills which guarantee the oral activity functioning.

The methods have taken for studies and forming the article – include: communicative, contrastive-comparative methods, scientific literature on teaching methods and allied science, survey.

1. Lexis teaching theoretical foundations

Speaking skills formation at the lessons is performed due to the selection of different types of exercises. And what does the word «skills» mean? Several linguists are eager to define it's as automatic action. While the others agree with the above mentioned idea and say that skill is not only the action itself but also its the quality of the action.

For successful speech building one should use some particular methods - the choice of needed lexical unit and its suitable usage with the others. Here we can show some forms of lexical units in the speaking skills framework:

Phonetic form: phonetic and lithographic side of lexical units. As we talk about speaking skills only the phonetics is actual.

The next and not less important component is the selection of the right lexical unit. The process is rather complicated, as the needed word should be found and chosen among the great number of existing words while the failure of this process demotivate and affect the students willingness to speak foreign languages

And finally the last one is the speaking task realization.

With the help of the studies that were held at lexical skill structure, all common exercises are divided into some categories according to analyzed components:

1. Exercises on lexical unit patterning adoption: listen and repeat, read it
2. Exercises on lexical unit operation adoption: chose a picture, divide the vocabulary into groups, separate the words which don't come up with the topic; and then break the vocabulary down the topics.
3. Exercise on speaking task: make a dialogue on the topic, describe a picture, situation: make / encourage/ reason the partner out of doing something. [1, P. 316-321].

G.V. Pogova considers that successful word using in oral speech, one should

- Remember the word, and only then to find the right one to say

- Pronounce it
- Make an expression taking into consideration the lexical and grammatical standards.
- Use the ready-made expressions in the sentence in the text.

Farming lexical skills semantic and pragmatic function should be set. Semantic connection is the level of words and expressions connection in the sentence. For example, the students can name the word « cup» like «tea» because of the association-meaning. They are called horizontal rather often as the association appears only on one level.

Paradigmatic connection is the connection between grammar and phonetics. Often named vertical they appear between several levels, like the plural form of the noun, synonyms, autonyms etc. And here is the most important thing about paradigmatic connection: its guarantee the tough memorizing and easy founding from the permanent memory.

Individual semantic pole is able to narrow and widen. We are into the latest one as we are going to list the factors effecting on it:

- Obligatory context while new vocabulary input
- Building different connections between words in different contexts
- Different semantic poles connection
- Communicative task solving problem
- Everyday usage of studied lexis and its actualization

Teachers should remember that the increase of vocabulary is not only due to the learning the words by roots but also with the help of studied words in the context. Bifurcate semantic pole brings the students to be more motivated and makes the speech richer and full.

Here we cannot avoid speaking about and passive vocabulary.

Active vocabulary – those are the words which are constantly used in oral and written speech. [2, P. 97].

Passive vocabulary – this is a lexis which is not using when speaking but therefor can be recognized listening and reading. [3, P. 82-86], [4, P. 19].

R. Gairns reported, that the lexical unit passage from passive vocabulary into active is considered to be a step by step action. The most popular method of doing it, is reading and listening it from time to time. The passive vocabulary is always wider than active one as the students very often listen to or read such a lexis that hardly ever can use again. However, each lexical unit has been removed from active vocabulary into passive once, and that should be a thing to be paid attention to. This is very logical – the student can't use the lexis while communication or writing without knowing the meaning. Consequently the exercises like « find the word in the dictionary and make three sentences » would not have any result as the student will try to use the word without full

realization of its meaning. To use the new word and expressions the student must have read or listened to it for several times in various situations, and for correct usage he/she must have understood its performance. Accordingly to increase the student's active vocabulary the teacher have to be sure that the words are clear and then give the student an opportunity to practice them in real situations. [5, P.17]

For new words successful learning is extremely important the choice of optimal exercises for it. This task have tried to solve such linguists as M. McCarthy [6], P. Nation [7], J. Hadfield [8], etc.

All lexical exercises can be devised into two categories, the main idea of which is:

1. Memorizing the word, its meaning, as well as its pronunciation and grammar form
2. Word combination building which should both have logical and grammar resemblance

In the first group there are such exercises as:

- Name the objects on the pictures
- Fill in the gaps with given words
- Write the synonyms and antonyms to the words
- Make questions and write the answers to them with the new vocabulary words

The second group exercises are:

- Make expressions with the odd words
- Find the word which go with the underline ones (for example verb vs noun)

After these come the exercises on new vocabulary usage and their combination in the speech.

The main type of the exercises are putting the words into groups for further speech.

Then the students are given some exercises in spontaneous speech. The communicative situations are formed for it making the students to solve the communicative task. [9, P. 91-95].

2. Results

Lately has been taken a pedagogical experiment: the comperession of the effectiveness in speaking skills development within communicative and grammar – translation methods of language teaching. The methods have taken for studies and forming the article – include: communicative, contrastive-comparative methods, scientific literature on teaching methods and allied science, survey. The usage analyses of grammar – translation and communicative language teaching method's framework among secondary school students in eight and nine economic classes is showed below (table 1 & 2).

Tabl.1: Active vocabulary usage within grammar – translation method

| Criteria/usage | Excellent (without a mistake),% | Good (1-2 mistakes), % | Satisfactory (3 or more mistakes), % |
|---------------------------|---------------------------------|------------------------|--------------------------------------|
| Pronunciation | 86.4 | 13.6 | - |
| proper usage in sentences | 100 | - | - |
| grammaticalness | 77.7 | 20.4 | 2.3 |

Tabl.2: Active vocabulary usage within communicative language teaching method

| Criteria/usage | Excellent (without a mistake),% | Good (1-2 mistakes), % | Satisfactory (3 or more mistakes), % |
|---------------------------|---------------------------------|------------------------|--------------------------------------|
| Pronunciation | 85.4 | 12.2 | 2.4 |
| proper usage in sentences | 95.1 | 4.9 | - |
| grammaticalness | 56.1 | 36.6 | 7.3 |

The study showed that active vocabulary usage within grammar – translation method has better effect on pronunciation, proper usage in sentences and grammaticalness where excellent (without a mistake), good (1-2 mistakes) grades were achieved more than in active vocabulary usage within communicative language teaching method, where excellent (without a mistake), good (1-2 mistakes) grades were achieved less.

3. Discussion

British linguist D. Wilkins wrote, "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". [10, P. 111]. M. Lewis said, "Lexis is the core or heart of language". [11, P. 93]. I would find difficult to quarrel with their statement as only due to speech and its nominative function people can communicate.

For proper vocabulary usage while speaking, the following steps should be applied: remember the words and then find the right one, pronounce them, make an expression considering with lexical and grammatical responsibility, make a sentence and then a text.

Researches bring three components of syllabus

1. Linguistic
2. Methodological
3. Psychological.

For speaking skills formation strong syntagmatical and paradigmatically connection should be fixed. Active vocabulary is the same words and phrases, which are constantly used in oral speech and in written form, they also can be recognized while listening and reading.

Semantization – that's the word meaning discovery a process. Semantization can be single-task (word definition is found out in foreign language), as well as translated.

Lexical speaking skills formation at the lessons is performed due to a selection of various exercises. All exercises on vocabulary practice are divided into two categories, the main idea of which:

1. Word memorizing: its meaning, pronunciation and grammar forms
2. Making word phrases which should have logical meaning and follow all grammar rules.

Conclusion

Teachers should remember that the increase of vocabulary is not only due to the learning the words by roots but also with the help of studied words in the context. Bifurcate semantic pole brings the students to be more motivated and makes the speech richer and full.

The factors, influencing semantic broadening: context is required for new vocabulary presentation, making various expressions in different contexts, communicative objectives setting problem, permanent usage of active vocabulary and its actualization.

The fact, that teachers need to pay more particular attention to the vocabulary during the lessons, is very well known. Therefore, one should not escape the redundancy and the control of active vocabulary studying and the creative methods of its presentations.

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