

## **EFFECTIVE WORD-LEARNING STRATEGIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Vocabulary is an essential component of language learning. Successful vocabulary acquisition has been associated with successful reading ability, with becoming more communicative, able, and skilled; and failure in learning vocabulary is believed to lead to difficulties in language reception and production as well as to ‘a sense of insecurity’ and ‘breakdown in communication’ [2, p. 141].

According to E. Hamm, it is effective to create quality vocabulary practices, so that students can practice vocabulary without just copying definitions from the dictionary, e.g. *sorting* (the students are asked to sort some words in accordance with the categories suggested), *on-purpose errors* (the students have to correct the mistakes in a sentence), *word races* (the teacher gives the definition and the students have to say what word it is), *mind mapping* (visual representations of connections through the use of branches or colors or pictures), etc. [1].

It can be recommended to apply such strategy of word-learning as maximum exposure to English outside the classroom, so that students should try to use every opportunity to maximize their contact with English speaking environment. Therefore, they can watch videos, listen to BBS news, write some media posts or comments in social networks, become members of online communities, write their do lists in English, start their blogs in the Internet, etc.

Another effective strategy is to represent the strategies on how to discover the meaning of new words.

The ability to comprehend complex vocabulary is a fundamental component of literacy, especially when referring to new concepts and subject matter [3]. The teacher may offer the students to become word detectives. As texts get more complex, the ability to use context to determine meaning increases significantly. Surrounding words will often provide readers with hints to the meaning and use of the new word. Teaching students a self-questioning strategy and providing frequent examples will support students in recognizing context clues on their own [3]. The students are recommended to be engaged in doing exercises that involve matching the

words with their definitions, matching the synonyms/antonyms, giving the examples where the word meaning is supported with an example, etc.

Thus, acquisition of vocabulary should be an important area of teaching English as a foreign language since improvements in vocabulary result in the gains in language proficiency.

### **References**

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2. Seyyed Hatam TamimiSa'd, Fereshte Rajabi. Teaching and Learning Vocabulary: What English Language Learners Perceive to Be Effective and Ineffective Strategies. *CEPS Journal*. 2018. Vol.8. No1. 18. P. 139-163. doi: 10.26529/cepsj.492
3. 5 strategies for understanding new vocabulary. Online resource: <https://www.litinfofocus.com/5-strategies-for-understanding-new-vocabulary>

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### **ВИКОРИСТАННЯ КОМП'ЮТЕРНИХ ТЕХНОЛОГІЙ ЯК НЕОБХІДНИЙ ЕЛЕМЕНТ ЗАНЯТТЯ З ІНОЗЕМНОЇ МОВИ**

Сучасний урок неможливо уявити без використання комп'ютерів. Комп'ютерні технології суттєво впливають на форми і методи навчання, роблять процес пізнання творчим, стимулюють заняття самоосвітою. Традиційні форми навчання поступово доповнюються новітніми технологіями, спрямованими на формування навичок та вмінь, що відповідають випереджаючому стану науки і техніки. На сучасному етапі розвитку інформаційних та комп'ютерних технологій не виникає сумніву в потребі підготовки учнів, які б вільно орієнтувалися в інформаційному просторі. Комп'ютерні засоби навчання повинні сприяти активному залученню учнів до навчального процесу, розумінню та засвоєнню учнями навчального матеріалу,