

TEACHING KINSHIP TERMS TO B1 LEARNERS

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Abstract

The lexical content of a language is best treated not as an aggregation of independent words or an unstructured list of words but as a collection of interrelating networks of relations between words. In the sphere of teaching specific terms like kinship terminology getting students to understand the content is stable part of success. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. The article describes the ways of teaching kin terms to intermediate students.

Key words:

Teaching vocabulary, teaching specific terms, kinship terminology, learning strategies, interactive activities

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Unlike learning grammar and phonetics, vocabulary learning is an incremental and unending task for any language learner. To know a language means to master its structure and words. British linguist David Wilkins once said: "*Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed*" (1972). Learning vocabulary is a complex task that involves much more than learning sound-meaning pairings; it also involves learning how lexical information is morphologically expressed and syntactically constrained.

There is no way of making advance in language without building vocabulary and it is difficult for students to communicate without creation and developing their own lexicon. Selecting what to teach, based on frequency and usefulness to the needs of particular students is therefore essential. Once what to teach has been chosen, the next important steps are to consider what students need to know about the items, and how they can be taught. Vocabulary learning should entail active engagement in learning tasks since dependence on a single vocabulary instructional method will not result in optimal learning. The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition (National Reading Panel, 2000).

Teaching kinship terms involves far more than looking up words in a dictionary and using the words in a sentence. Special terminology is acquired through explicit instructions in specific words and word-learning strategies. Word-learning strategies for teaching specific terms to intermediate level students include *word sorts* and *contextual analysis*.

Word sorts offer opportunities for teachers to bring in interesting, often historical background information relating to the origins of many of the words and word parts. Sorting activities include learning specific terms with root words, prefixes, and suffixes. The following table presents categorization of basic kin terms the same affixes or suffixes for effective teaching process:

<i>Grand-</i>	<i>Great-</i>	<i>-in-law</i>	<i>Step-</i>	<i>Half-</i>
Grandparents	great grandmother	father-in-law	stepfather	half-brother
Grandfather	great grandfather	mother-in-law	stepmother	half-sister
Grandmother		son-in-law	stepson	
grandchildren		daughter-in-law	stepdaughter	
Grandson		brother-in-law	stepsister	
granddaughter		sister-in-law	stepbrother	

Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues. Seeing kin terms in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust special vocabulary learning.

Teaching vocabulary in context is considered to be one of the essential ways in the sphere of terminology. Fully-contextual vocabulary teaching in which teacher integrate vocabulary learning into another teaching lesson for instance reading, listening, writing, and speaking, is better to be applied primarily. Through this way, especially, through receptive skills teaching such as reading and listening, vocabulary will be acquired incidentally by the students. Focusing on reading, Cunningham & Stanovich (1998), as synthesized by The National Reading Panel, emphasize that reading volume plays such a pivotal role to improve students' long-term memory development.

In conclusion, it should be stated that teachers should be certain that students fully understand the instructional tasks rather than focus only on the words themselves while teaching special terminology. The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students. As Kamil (2004) stated, "*once students know what is expected of them in a vocabulary task, they often learn rapidly.*" Vocabulary teaching strategies are influential to be applied in teaching vocabulary due to their effectiveness which will positively contribute to students' vocabulary growth. Each vocabulary teaching strategy has its own target, when the focus is vocabulary knowledge, it is better for teachers to teach vocabulary explicitly, meanwhile when skill aspect becomes the target, implicit vocabulary teaching strategy is considered more effective.

References:

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