

Vocabulary Learning Strategies in German as Foreign Language Lessons

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ABSTRACT: The thesis deals with teaching methods how to teach children a foreign language and focuses on the methods how to learn vocabulary. The aim of the thesis is to find out if the used methods help children learn new words more easily and efficiently.

KEYWORD: vocabulary, learning strategies, teaching foreign language, memorize.

INTRODUCTION

Students and teachers agree that words are learned and practiced must be successful when you are in a foreign language want to communicate. Opinions on how are not so uniform the new words are to be learned.

By learning and practicing, we mean the teaching phase that takes place in

In general, presenting, explaining and the first check of understanding follows. Your goal is that the learner will familiarize himself with the new lexical units memorize them in order to be able to use them receptively or productively.

Only very rarely are the new words after the explanation in the (long-term) Memory stored, often they are no longer after a short time accessible. That is known and the requirement to get words and Memorizing word meanings is as old as foreign language lessons ourselves. The problem is that even with the best will in the world, we don't keep everything can do what we want or should keep. We must, however, learn words.

Class observations and surveys showed that the vast majority of students still use words today learns the pair association process (masking method). This method consists in writing the words in a vocabulary book, i. H. in two columns are written down. Be in one column the native words with the translation written next to them. To yourself to memorize the words, one column each is covered and from memory retrieved. A word is considered learned when the equivalent covered(left - right) can be played back.

The pair association learning has been in didactics for some time has fallen into disrepute for years, the method is considered old-fashioned and completely outdated. Despite many disadvantages, this technology is, albeit regionally different, still persistently practiced in foreign language teaching and that is because the vocabulary didactics is currently still too little offers alternatives.

It is not enough just this old-fashioned and not particularly effective method to use when learning vocabulary. To make it easier to learn vocabulary and to store them better in the long-term memory,

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it is recommended try out different learning strategies and techniques. The methods that schoolchildren or students should like them best at apply vocabulary learning. You can get from their teachers or from newer ones get inspiration from textbooks where some learning tips are available.

The following sections now aim to provide various options how learning strategies are used in vocabulary work are presented to better retain what you have learned. These strategies have also been used used to process the educational testing.

Writing down the new vocabulary

Most people want it to be able to learn vocabulary in black and white to go through them systematically. To do this, they need to be written down. In addition offer themselves different arrangement options: the vocabulary book, the vocabulary ring binder and the vocabulary card index.

The vocabulary ring binder instead of the vocabulary notebook

The use of a commercial vocabulary book, its pages halved by a center line and that for enrolling individual vocabulary and its translation is used in school practice am most common. However, this type is not recommended because it is designed for the preparation of vocabulary equations. These are often used in subject didactics declined.

It is almost impossible to use semantically identical words from the target language and to contrast the source language. A content cover eligibility exists in very few cases and is equated thus becomes questionable.

Learning vocabulary equations is mechanical and will not cognitively processed. It is true that the student gets the impression of his to have completed the task quickly, but the vocabulary is only in the short term memory stored.

It is idle to use vocabulary equations in most cases the textbook has already been clearly printed, again in the same write off form.

This would be a mechanical transcription task involving learning in no way promotes, because of its monotony on the student even rather can inhibit learning.

The vocabulary ring binder is now a fairly common one working material for registering vocabulary. Its advantage is that the pages divided into two or three columns as required and the individual Sheets can be supplemented, exchanged or rearranged. The overall classification of the ring binder can either be according to subject areas (for example: home, clothing, health, sports and games, shopping, travel, traffic, politics) or according to linguistic categories (e.g .: general vocabulary, antonyms, homonyms, homophones, synonyms, irregular verbs, prepositions, conjunctions, idioms, Idioms and proverbs, difficult spelling) happen.

In both cases the vocabulary is written twice in the ring binder entered: first in the comprehensive vocabulary index and then a second time in the appropriate subject area the linguistic area.

It is helpful for learning if the individual vocabulary is in both this rubric as well as in the general vocabulary not in a single column but if small parcels of about ten words are listed each optically separated from the next.

If you want to be monolingual when copying the vocabulary, two columns should be made. The left one contains the new ones single words and can therefore be narrower than the right one. Namely, here are the corresponding contextualization examples opposite the words, the sometimes just a phrase, but sometimes several short sentences could be.

If you don't want to do without your mother tongue, you can do three Sections to be set up, of which the middle one is the wider as it is which contains contextualization while on the left the foreign language word and, on the right, the mother tongue equivalent can be entered.

The advantage of contextualization in the vocabulary ring binder is that individual vocabulary each in different semantic environments occur and their use is therefore made clear. Besides that they support the memory, as they create associations that are useful for later fetching play an important role.

CONCLUSION

There are different learning strategies in German. The teacher must always try to enrich vocabulary with varied exercises.

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