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The strategies for selecting logical options for vocabulary.

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Annotation: Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary serve as props that enhance the meaning of the lessons. What are the variety types of teaching aids? They are teaching aids that help teachers encourage the students to study and involves them in the process of learning in interesting ways. EFL students devote a large amount of time to acquiring lexis. Key words: Reasonable selection of appropriate techniques and strategies advanced technology, to enhance, variety, to involve, presentation, to utilize, to describe, adherence.

Introduction. EFL students devote a large amount of time to acquiring lexis. However, because textbooks do not provide enough information on how to use terminology in real-life circumstances, it is difficult to do so. Following a quick overview of some of the reasons for emphasizing lexis over grammar, the pedagogical implications for L2 vocabulary instruction in terms of content and methodologies will be reviewed.

We know that lexical items can be classified by word class (or parts of speech) - nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and so on – and that most dictionaries label lexical items by word class by default. Apart from obtaining information about usage, we must also be aware of word class in order to distinguish between nouns (for example, license) and verbs (for example, practice) (eg license, practise).

According to Wikipedia lexical grouping may be:

. Formulaic: it relies on partially fixed expressions and highly probable word combinations

- Idiomatic: it follows conventions and patterns for usage
- Metaphoric: concepts such as time and money, business and sex, systems and water, all share a large portion of the same vocabulary
- Grammatical: it uses rules based on sampling of the lexical corpus
- Register-specific: it uses the same word differently and/or less frequently in different contexts

Idiom, also known as idiomaticness or idiomaticity, is a language's syntactical, grammatical, or structural structure. Idiom refers to a language's actual structure, as

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opposed to potential but unfulfilled structures that may have evolved to serve the same semantic tasks but did not.

Grammar and syntax of languages are frequently arbitrary and unique to a single language or a group of related languages. Although it is idiomatic (considered as structurally accurate) to say "cats are associated with agility" in English, alternate forms such as "cats associate toward agility" or "cats are associated of agility" could have developed. Unidiomatic constructions seem strange to native speakers, despite the fact that they are typically perfectly understandable. The title of the classic book English as She Is Spoke, for example, is simple to grasp (the idiomatic counterpart is English as It Is Spoken), et it departs from English idiom in terms of pronoun gender and verb inflection. Another form of idiom is lexical gaps.

A metaphor is a figure of speech that directly refers to one thing by referencing another for rhetorical effect. It may clarify (or confuse) a situation or reveal hidden parallels between two concepts. Antithesis, hyperbole, metonymy, and simile are all examples of figurative language that are sometimes related to metaphors. The "All the world's a stage" speech from As You Like It is one of the most frequently quoted examples of a metaphor in English literature.

All the world's a stage, And all the men and women merely players;

They have their exits and their entrances ...—William Shakespeare.

Grammaticality is defined in linguistics as the adherence to language usage as defined by the grammar of a given speech variety. The theory of generative grammar, whose objective is to establish rules that describe well-formed, grammatical sentences, gave rise to the concept of grammaticality. These grammatical laws also explain why sentences are ill-formed and ungrammatical.

In theoretical linguistics, a speaker's assessment of a linguistic'string"s well-formedness—known as a grammaticality judgment—is dependent on whether the phrase is understood according to the rules and limitations of the relevant grammar. The sentence is regarded to be grammatical if the rules and limits of the particular lect are followed. An ungrammatical statement, on the other hand, defies the conventions of the particular language variety.

The register is defined in linguistics as the way a person utilizes language differently in different situations. Consider the words you use, your voice tone, and even your body language. When you're conversing with a friend, you probably act very differently than you might at a formal dinner party or at a job interview. In linguistics, these variations in formality, also known as stylistic variance, are referred to as registers. They are influenced by a variety of elements, including the social occasion, setting, purpose, and audience.All modes of communication, including written, oral, and signed, use registers. The register can be quite formal or very intimate, depending on grammar, syntax, and tone. To communicate properly, you don't even need to use a word. During a debate, a huff of impatience or a grin while saying "hello" says a lot.

Analyses. State techniques for recycling vocabulary. According to Paul Nation, it takes between 5 and 16 exposures to a word or chunk for uptake to occur. As a result, it's critical that we provide opportunities for frequent exposure. If you're in an English-speaking country, this could include exposure to language through spoken and written texts, as well as the environment outside of the classroom. Activities that require the memory and application of vocabulary learned in prior courses also contribute to the accumulation of lexis exposure that learners require.

There are a variety of challenges in these materials in which learners can improve the complexity of the language by publically repeating the work after a period of preparation in which they can get new words from a teacher or any other available resource. However, in order for the new language to become a part of the learner's repertoire, it must be recycled. When students ask for language or look for it through another resource, it is recommended that you take note of it so that you may help them recycle it in future classes. As every teacher use the activities which can help to remember new words.

Conclusion. Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary have several advantages, including the ability to supplement verbal instructions, the ability to make learning permanent, and the ability to make learning permanent.. Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary are beneficial in catching students' attention. Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary promote positive classroom engagement. Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary assist the teacher in creating scenarios in which beginners can be taught. Reasonable selection of appropriate techniques and strategies for the teaching of vocabulary aid in the creation of a discipline-friendly environment. Individual variations can be met with the use of teaching tools.

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