DEVELOPMENT OF SPEAKING COMPENSATIONS IN TEACHING LEXICOLOGY

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Abstract: This study investigated the compensation strategies which were used by competent and poor speakers to avoid communication gap in speaking activities. This study used descriptive quantitative design. The use of descriptive method because of this study was not searching about comparison or   making prediction, but only finding out about mostly strategies used either competent or poor speakers in developing their speaking activities to avoid communication gap.

Key words: Lexicology, compensation strategies , descriptive method , speaking activities.

English is sufficient to enable them to read texts of average difficulty and who would like to gain some information about the vocabulary resources of Modern English (for example, about synonyms and antonyms), about the stylistic peculiarities of English vocabulary, about the complex nature of the word's meaning and the modern methods of its investigation, about English idioms, about those changes that English vocabulary underwent in its historical development and about some other aspects of English lexicology. One can hardly acquire a perfect command of English without having knowledge of all these things, for a perfect command of a language implies the conscious approach to the language's resources and at least a partial understanding of the "inner mechanism" which makes the huge language system work.

Lexicology is a branch of linguistics, the science of language. The term lexicology is composed of two Greek morphemes: lexis meaning 'word, phrase' and logos which denotes 'learning, a department of knowledge'. Thus, the literal meaning of the term lexicology is 'the science of the word'. The literal meaning, however, gives only a general notion of the aims and the subject-matter of this branch of linguistic science, since all its other branches also take account of words in one way or another approaching them from different angles. Phonetics, for instance, investigating the phonetic structure of language, i.e. its system of phonemes and intonation patterns, is concerned with the study of the outer sound form of the word. Grammar, which is inseparably bound up with Lexicology, is the study of the grammatical structure of language. It is concerned with the various means of expressing grammatical relations between words and with the patterns after which words are combined into word-groups and sentences.

One of the most difficult tasks of foreign/ second language learners is appropriately combining words in L2. In contrast to L2 speakers, native speakers have the knowledge about which words go together and how to use the diverse words. Having such knowledge is one of the vital competencies of native speakers. These combinations of words are referred to as "collocations". The proper use of collocations is crucial to sound like a native speaker (Ellis, 1996), yet this is not so easy for non-native speakers of a target language (Vasiljevic, 2008). Using collocations accurately is necessary in order to produce language with native-like accuracy or near-native competency. However, even advanced ESL/EFL learners have trouble with collocations. Learners in EFL settings typically have problem of lacking exposure to the target language and consequently, they are often not aware of the differences in collocational restrictions between the L1 and the L2. The gap between L1 and L2 interferes with learners" acquisition of collocations in the target language and might "even lead to lexical fossilization" (Vasiljevic, 2008, p. 3). The other difficulty in learning collocations is that learners" knowledge of collocations does not

expand in parallel with their knowledge of general vocabulary. Because of their relative transparency in meaning, collocations offer L2 learners little difficulty in terms of comprehension. However, collocations are more problematic when they are used in productive skills, such as speaking and writing, than in receptive skills, such as listening and reading. Even if learners can manage to guess the meanings of collocations in receptive processes, they might not be able to use them properly in reproducing the language. Thus, producing collocations requires pedagogical treatment.

Working in small groups and teams in teaching the lexicology department,

Argument of personal views on the problems of the studied topic, freely

to express, enrich the ideas of listening to peers, the most important opinion

finding the most optimal interactive methods in the formation of skills such as selection the main task of the article. The collection of all words and phrases in the language is called lexicon. They make up the vocabulary of this language.

The lexicon of the language meanings always have a certain relation to each other. Some words mean according to their meanings, they are close to each other, while others negate each other and have opposite meanings. From this point of view, synonyms and antonyms are different. Words also have a certain relationship from the point of view of form. Sometimes the form in languages there are words that are similar to each other, i.e. similar in form. Such words in linguistics it is accepted to study it by dividing it into two types: homonyms and polysemantic words. This technologies for passing the subject in 5-11 grades in interactive ways, of course, of the child it is conducted in a different way depending on age and psychology. 5- organize the game "Find the meaning" to find the meaning of homonyms in classes we can do. At the first stage, the meaning of the word is determined. Phrases are checked. Second and at the stage, the student can use it in a sentence based on the meaning of the word uses his skills.

It can be said that this game is designed for small classes. In the game

when dividing into groups, it is necessary to divide the word according to its number in the dictionary of homonyms will be compatible. At the end of the game, the teacher says the pronunciation of the letter o it is possible to give additional thoughts. Teaching 11th grade students topics of their own layer and mastered layer It is appropriate to use the "boomerang" method. 4-5 students

divided into small groups by the teacher. For the activity to be effective,

group members are presented with a text consisting of words related to their own and assimilated layers. Thus, four groups have 4 different texts based on a common theme. Each group and the member has the text that falls into its group. The text given to the groups, each the hunter learns on his own. It is explained that the text will be remembered by the reader.

It is determined by the teacher depending on the size of the text. Teacher and students follows the group. In the next step, the teacher distributes numbers.

Pictorial texts present today's rapid development and the future, as well as history

and can help reflect the distant past. "Thick and thin" questions method. Bold questions are more difficult questions and require more time and skill from the student requires. In vocabulary and lexicology lessons, especially in the 11th grade mother tongue book asking the meanings of words

and phrases from phraseological dictionaries or asking questions about lexicological sections taken from tenth grade textbooks possible In "short " questions, there are relatively easy questions, morphological of the word can be used to determine the meaning.

In conclusion, it should be noted that in the process of education, the student is himself to develop his oral speech skills so that he can fully demonstrate his abilities must For this, of course, interesting and thought-provoking methods

games should be used. Only then is the lesson interesting and focused

it will be a lesson that can fully fulfill its purpose. Therefore, each teacher is different working on it, using interactive methods in classes is the need of the hour

is considered.

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