USING INTERACTIVE PEDAGOGICAL METHODS TO DEVELOP LEXICAL COMPETENCE IN CONTEXT

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ABSTRACT

The goal of this paper is to complete Task by predicting how contextual lexical inferencing ability may be developed through pedagogical intervention. This chapter, in particular, critiques current educational strategies for teaching students to assume literal meaning in reading settings.

KEYWORDS: *Educational Strategies, Pedagogical Approach, Effectiveness.*

INTRODUCTION

The goal of this paper is to complete Task by predicting how contextual lexical inferencing ability may be developed through pedagogical intervention. This chapter, in particular, critiques current educational strategies for teaching students to assume literal meaning in reading settings. The discussion aims to kick off a proposal to develop a pedagogical approach to cultivate English learners' inferencing competence, in which procedures are specified for increasing English learners' awareness of the realistic nature of textual meanings in context, way to execute by using words in context to infer the meaning of unknown words, and assessing the consequences of contextual lexical inferencing, as well as learners' confidence. [1]

The completion of Task will offer the theoretical groundwork for the development of a contextual semantic inferencing competency teaching model for the purposes of the current study. It should be observed, however, that in order to develop a context lexical inferencing competence instructional model, we must first understand what the purpose of context lexical inferencing competence is. That is, criteria for determining the appropriateness of educational interventions aimed at improving learners' lexical processing of information in the reading context should be established. As can be seen, lexical inferencing is the basis for casual vocabulary acquisition, reading comprehension, and learner autonomy, and lexical inferencing proficiency influences the quality of incidental vocabulary learning, reading comprehension, and learner autonomy. [2] In particular, the interactive nature of contexts necessitates that when suggesting the definition of an unknown term in a dialogue without the assistance of dictionaries or tutors, the objective is not the "right" but rather the most logical interpretation of the word in within co-text in issue. Furthermore, the degree of "reasonability" of a word's meaning may alter as discourse is processed and readers get new evidence for evaluating their theories about the word's meaning. Learners would gain higher confidence in the effectiveness of inferences they had made if they were not constrained by the restrictions of needing to identify the non-existent "right" interpretation and if they practiced often. [3]

To summarize, the framework emphasizes the following aspects of the hypothesized link between contextual lexical inference skill and its associated concepts:

- The interactive nature of the process of context;

- A more realistic goal of lexical inference in discourse processing; and

- A more informative perception of the goal of occasional vocabulary acquisition, that is, improving reading comprehension and, more importantly, gaining confidence in one's text comprehension.

Pedagogical interventions should, logically, aim towards the characteristics listed above. They can be defined more precisely as follows. **[4]**

- Foreign Language learners should grasp that the cues that can be utilized to infer the meaning of an unknown word change based on the co-text in which the phrase is employed.

- When forming conclusions about the meaning of an unknown term, learners should realize that they are not seeking for a specific definite answer, but rather the most logical response.

- Learners need recognize that the goal of learning to infer meanings of unknown words in context is to become more adept and confident readers, not just to increase their vocabulary size.

As a result, the conditions that every educational intervention must achieve before being considered acceptable for accomplishing the abovementioned aims are as below. **[5]**

- They are not governed by the notion that each co-text provides just one correct interpretation to be determined.

- They do not wish to teach pupils how to arrive at the solitary meaning every time a lexical inference is mentioned.

- They do not make acquiring the correct meaning the exclusive objective of education.

- They utilize specific and viable approaches to achieve the instructional objectives.

- They adopt precise and consistent procedures for measuring the effectiveness of their instruction.

Operationally, the indices listed below may be used to assess existing vocabulary teaching approaches' suitability for contextual lexical inferencing competency education. Their instructional goals are explicit the following assessment questions must be answered. Is the ultimate objective of learning to infer word meaning from context communicated to students? What is it, if so? The index's results will be used to evaluate the theoretical underpinnings of instructional approaches. Instructional Methods' Explicitness the following assessment questions must be answered. How many stages are involved in training students to deduce lexical meanings from context? How clear are the steps' instructions? The index's results will be used to evaluate the explicitness and feasibility of the teaching techniques chosen. **[6]**

Learning Outcomes Assessment- The following assessment questions must be answered. How is lexical inference learner performance assessed? What is the measurement's theoretical underpinning? How well does measured performance match learners' lexical inferencing ability? The index's results will be used to evaluate the validity of measurement model. **[7]**

In terms of how to identify instructional approaches that match the aforementioned requirements, the alternatives listed below may be rationally predicted. There is a ready-made educational approach that fits all of the pre-specified requirements. There are currently no teaching techniques that fulfill all of the requirements. There is a teaching approach that fits some of the set requirements but not all of them. **[8]**

In the first case, the approach may be used without any modifications. In the second case, the technique must be invented from the ground up. In the third case, the approach must be modified to meet the current study's objectives. We will look for an educational approach that fits the prescribed requirements by reading the associated material in the next section of this chapter. The

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existing literature on training students to utilize context to infer word meanings indicates three primary categories of studies. **[9]** Studies that studied training learner students to utilize context to anticipate word meanings may be further classified into two types: meta-analysis and empirical study. These meta-analyses, however, are irrelevant to the current study since they only looked at the main impact of pedagogical treatment on word-meaning inference in context. Individual educational approaches were not taken into account, thus we will not go into depth about them. **[10]**

The instructional strategies used in the Learner empirical studies fell into four categories:

1) Those that investigate the effects of teaching individual categories of contextual clues;

2) Those that investigate the cloze exercise as a method of increasing contextual awareness;

3) Those that investigate the effects of teaching general methods of dealing with unknown words; and

4) A combination of contextual clues and particular training.

To achieve the target of our study, we will assess each type of teaching proposed and tested in the papers examined below using the three pre-specified evaluation indices for a contextual lexical inferencing competency instructional model. **[11]** These are largely early studies that looked at the effectiveness of making pupils aware of various sorts of contextual signals. In these researches, teaching and practice were focused on one or more contextual-clue kinds. Students were trained to detect and apply contextual cues to obtain the significance of an unknown word.

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