

TECHNIQUES IN TEACHING VOCABULARY IN BEGINNER CLASSES

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Introduction

The importance of vocabulary teaching has long been established. Knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in using target language, especially as students' progress to middle school and beyond. Although growth in vocabulary knowledge occurs rapidly and almost effortlessly for some children, the rate at which word meanings are acquired can vary greatly. Many children with reading and speaking problems have poor vocabularies, and the gap between the vocabulary they need and the one they have widens over time. The *first step* in teaching vocabulary for teachers is to teach the relationships among the most common letter combinations and sounds. The goal of the *second step*, which is intended for students, is to promote fluency in recognizing words and their meanings. The *third step* seeks to build up the vocabulary knowledge of students.

Schools now do little to promote vocabulary development, particularly in the critical years before grade 3. Pronunciation and grammar are emphasized, but there is little or no emphasis on vocabulary. Vocabulary learning is not simply a matter of *matching up words in that native language and the target language*. The role of schooling in vocabulary acquisition has been the subject of much debate. Students who do not learn grammar along with vocabulary will not be able to use language for communication. Some competent teachers argue that much vocabulary acquisition results from literacy and wide reading rather than from direct instruction. However, it is obvious that a great deal of vocabulary acquisition occurs before children become literate, and before they are reading books that introduce unfamiliar vocabulary. Much evidence clearly indicates that vocabulary is acquired in largely the same order by most children. The existence of empirical vocabulary norms indicate that some words are acquired later than others.

When teachers come together for professional discussions, they raise such questions as these:

- Which English words do students need most to learn?
- How can we make those words seem important to students?
- How so many needed words be taught during the short time our students have for English?
- What can we do when a few members of class already know words that the others need to learn?
- Why are some words easier than others to learn?
- Which aids to vocabulary teaching are available?

- How can we encourage students to make more responsibility for their own vocabulary learning?
- What are some good ways to find out how much vocabulary the students have actually learned?

In short vocabulary development is both important and ignored. Can we--educators--do better, or are we simply bumping into constitutional limitations that are beyond the power of schools to affect? We are going to summarize a few points that support the argument for an increased emphasis on vocabulary and suggest the need for a more teacher-centered and curriculum- structured approach to ensure adequate vocabulary development.

Vocabulary lessons for the first stage

While teaching our students we must take care of their learning of words in their own language too. No body can claim that their parents introduced them the words with their meanings as in the schools. So they remember each word with a condition and context used or ordered by their parents as in 'Grandmother has gone, but we'll go to the window and wave goodbye' the child will remember the word 'window' with this condition. There is something else to be noticed about vocabulary learning in and out of the class. At first lessons, '*the realia*' can be used to teach students words. This works in this way, at first classes we can choose some basic words that students can see, if possible, and also touch in the classroom. To enable our students grasp the meaning of the word we should try to use as more senses as possible.

1. **Isolation:** This step includes introducing each word first in isolation and having our students repeat after us before writing and presenting on the blackboard. *Sense of hearing*
2. **Moving from isolation to introduction:** At this step we write the words on the blackboard and make our student repeat after us until we are satisfied about their pronunciation. Then let them read / pronounce the word one by one. This activity let you know your students strength in pronunciation. *Sense of hearing and sight.*
3. **A look at a textbook lesson:** Suppose we are about to teach from one of many textbooks where a vocabulary lesson looks more or less like this.

Boy
Clock
Door
Floor
Girl
Picture
Person
Room
Wall
Window

In general the words are given in a text like the following with a special picture including the all of them in.

This is of picture of a room. The room has a door and two windows. There is a clock on the wall. There are two persons in this room. The girl is sitting near the door. The boy is sitting near the clock.

That is how a page may look in a fairly a typical textbooks. Giving definitions of vocabulary is just part of a lesson to be dealt with in a short time.

4. **Provide multiple opportunities to learn and to expand on meanings:** Some various useful techniques may be applied to make the definitions of the words clear and familiar to the students.

- Showing the meanings of the words: **The teacher must provide definitions in English, using words that students can understand and perform some activities that make the meanings of words understood by students.**
 - Using pictures, flash-cards to show the meanings of words. *Sense sight.*
 - Using real items of words. This always isn't possible, but when possible more useful then picture. *Sense sight.*
 - Using mime and body gesture.
 - Giving the definitions/meanings of words in students' mother language. We do not suggest it.
 - Use of easy words to give the definitions of words. *Possible.*
- **Using some commands** like 'look at, point at, show me, touch, go and etc.'
E.g.: look at the window, look at the blackboard, look at the ceiling, look at the lamp, look at the posters., point at the window, point at the floor, point at the desk., show me your pencil, show me your book, show me your eraser., touch your hair, touch your desk, touch your nose, touch your hand and so on. *Sense of hearing, sight and touching all together and also involving.*

All of these activities are just for students to get the meanings of the basic words in elementary level. Thus, those activities are not enough for them to master and gain the words. We haven't created yet in the students' mind a feeling of *need* for each of those English words. When a student feels no real *need* to learn something, a feeling of need must be *created* by teacher. To create in students' mind a sense of personal need for a foreign word, it is not enough to say 'Here is a word to learn.' 'Here is what word means.' 'The word will be useful to you someday.'

Creating a sense of need for a word

What is real need or personal need in relation to vocabulary learning? If a student feels he must learn new word successfully to please his teacher, parents or to pass the examination, this is not the real sense of need. The efforts which were done for these purposes didn't produce the ability to communicate. Of course it is usually not possible to create in a classroom the same conditions that produce successful vocabulary learning outside of school. It is especially impossible to

create again the conditions that once helped the students learn fundamental vocabulary in their mother tongue. When we have noticed certain facts about vocabulary learning outside of class, we can make some use of those facts while developing techniques for the classroom to cause them to feel the need of vocabulary.

1. **Use of words for communication:** The teacher introduces a very short dialogue in which members of the class are identified according to their location (near the **door/window/clock**, etc. **wearing clothes** or the students with **other features**.) Eg;

Teacher: I am thinking of a boy. He is near the **clock**.

A student: are you thinking of _____?

or

Teacher: I am thinking of a girl in a blue dress.

A student: Is she near the window?

Teacher: No, she is near the door.

A student: Are you thinking of _____?

2. **Drawing:** We can have our students draw some pictures of the words or describe pictures including the words that we have already introduced. When the pictures are not ordinary but little bit strange and unusual, this activity will be much attractive for the students.
3. **Writing and homework:** Giving each word to be written 5-10 times and used in sentences to strengthen the students' gaining the words and not to forget them.

The techniques described in second chapter encourage students to use new vocabulary through such activities as the following:

- Guessing games in which members of the class are identified by location and by clothing.
- Actions that are performed in response to commands.
- Drawing of pictures by students to match English descriptions
- Discussions of pictures drawn by members of the class.
- Write and use them in sentences.

Such techniques require no special equipment or material, and they give students personal reasons for feeling that English words are necessary for communication.

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Резюме

В этой статье автор пытается рассказать о важности слов в языке и значимость преподавания лексики в изучении английского языка. Он дает несколько конкретных и практичных путей в преподавании лексики. Как мы видим, также не осталось незамечанным использование домашнего задания в преподавании лексики.

Özet

Bu makalede yazar kelimenin dil içerisindeki yeri ve öneminden aynı anda kelime öğretiminin dil öğretimi içindeki yeri ve öneminden bahsediyor. Makalesinde kelime öğretimi tekniklerinden pratik ve rahatlıkla uygulanabilir bir takım teknikler sunuyor bize. Gördüğümüz kadarıyla yazısında kelime öğretimi ödevinin fonksiyonundan da bahsetmeyi ihmal etmemiş yazarımız.

Түйіндеме

Бұл мақалада автор сөздерінің тілдегі маңыздылығын және лексиканы үйретуде қолданылатын бірнеше тәсілді анықтайды. Лексиканы үйрету тәжірибесін және тәсілін әңгімелейді.