

EFFECTIVE TECHNIQUES OF TEACHING VOCABULARY

DR. DEEPAK MORE,

Assistant Professor of English,
Sanjeevane Mahavidyalaya, Chapoli. Dist. Latur.



Abstract : Teaching Vocabulary to Young Learners is important because they have different categories that can make them easier to learn new words. They have special categories, they need a teacher as a facilitator and good techniques that can motivate them in learning vocabulary. The purpose of the study was to portray the effective techniques of teaching vocabulary used by a teacher in English Language Learning for young learners. It is case study with classroom observations as techniques of collecting the data. The data was analysed through using various techniques which are taken from the audio-video transcription. Participants of the study was an English Teacher at one educational institution in Latur. The findings of the study showed the effective techniques of teaching vocabulary used by the teacher were techniques of verbal situation, morphological analysis, collection, synonyms-antonym, homonyms, word-map and dictionary usage.

Keywords: Effective, Teaching Techniques, Vocabulary, Young Learners

Introduction : Nowadays, India went to make rapid strides in all spheres. Changes are quick and inevitable. The need to teach in general and teach to English Language effectively in particular is the challenge before all the teachers in India. Today, it has become mandatory for the academicians to rethink their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world. Vocabulary of a language is just like bricks for constructing the wall. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities. Thornbury opines (2002): "If you spend most

of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."

Research Methodology:The writer uses descriptive method in doing this research. This method is used to describe characteristics of a phenomenon. The population of this research are young learners at Alphabet Club. The students who can join at Alphabet Club start from different age groups. To get young learners' achievement, the writer collected their scores and calculated it. Moreover to find out the techniques that have been employed in teaching vocabulary to young learners and to describe how those techniques work, the writer did class observation and interviewing the teacher. The data obtained through observing young learners' score, observing class, interviewing teacher and doing documentation. The writer read the techniques that are used in teaching vocabulary to students several time and identified the techniques that have been employed for teaching vocabulary to students at Alphabet Club. The data were analysed such as – data reduction, data presentation and data description. Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes often are used in an effort to help students learn new words. But these methods ignore what research and theory tell us about word learning and sound vocabulary instruction. Vocabulary is a principle contributor to comprehension, fluency, and achievement.

What need to be taught?

Richards (1976) and Nation (2001) list the different things teaching need to know about a word before we can say that they have taught it. These include:

1. The meaning (s) of the word
2. Its spoken and written forms
3. What "word parts" it has (e.g., any prefix, suffix, and "root" form)

4. Its grammatical behaviour (e.g., its word class, typical grammatical patterns it occurs in)
5. Its collocations
6. Its register
7. What associations it has (e.g., words that are similar or opposite in meaning)
8. What connotations it has
9. Its frequency

Innovative ways of Teaching Vocabulary : Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

By Creating Verbal Situations : Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. It is not possible to teach abstract words by showing visual aids. In such cases teacher can create verbal situation with taught words. For example, Ganesh is a boy. When he was working in the office, he saw a five hundred-rupee note. He went into the office and gave it to the manager. Thus, Ganesh is an *honest boy*.

Teaching words in the context: Most people agree that vocabulary ought to be taught in context. Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic repertoire. Stahl (2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Using Morphological Analysis of Words: Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such

units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes and word structure, we can teach thousands of English words. For example: "hand/handle/handful/ handicap/ handsome/ beforehand ..."

Dictionary : It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word. Allen (1983: 82) perceives, 'Dictionaries are passport to independence and see them as one of the student-centred learning activities'. The following are some current recommended English-English dictionaries: 1. Oxford Advanced Learners Dictionary, 2. Longman Dictionary of Contemporary English, 3. Cambridge International Dictionary of English, 4. Oxford Picture Dictionary.

Collocation : In the 1990s Michael Lewis (2001) proposed the '*Lexical Approach*' as a way to teach vocabulary with an emphasis on collocation. This approach entails teaching words already in their chunks as opposed to individual items. The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that we make or come to a decision, but we don't do a decision. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*, or that *heavy* and *rain* are collocates of each other. With collocation software we can search for all the collocates of a particular word, that is, all the words that are used most frequently with that word and especially those with a higher than anticipated frequency. Collocations include:

- [1] Verb + Noun (e.g. break a code, lift a blockade)
- [2] Verb + Adverb (e. g. affect deeply, appreciate sincerely)
- [3] Noun + Verb (e. g. water freezes, clock ticks)
- [4] Adjective + Noun (e.g. strong tea, best wishes)

[5] Adverb + Adjective (e.g. deeply absorbed, closely related)

Synonyms : Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session they were asked to tell the word, its spelling and its meaning in English. They were banned to see the note-book where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the young learner.

Antonym : The students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, *good: bad, small: big, hot: cold*. One group gave word 'good' and the other group gave opposite word for it as 'bad'. Marks were written on the board. They found it very interesting and memorized more words in order to win the contest. Thus, by play way method they can learn new words.

Words often confused : The long list often-confused words was made in the class and students were asked to use them in sentences from the brackets. Teacher should provide the meaning of such words, if necessary. For examples: *adopt: adapt, beside; besides, principal: principle* etc.

Homonyms : Two or more words that have the same sound or *spelling* but differ in *meaning*. Generally, the term *homonym* refers both to **homophones** (words that are *pronounced* the same but have different meanings, such as *which* and *witch*) to **homographs** (words that are spelled the same but have different meanings, such as "bow your head" and "tied in a bow").

ant/aunt	eye/I
ate/eight	fare/fair
bear/bare	sea/see
blew/blue	by/buy
beach/beechn	cell/sell
cereal/serial	die/dye
throne/throw	be/bee

Word Map: Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. An example might be a key-concept word in the center of

the page with rays connecting related words. Semantic mapping generally refers to brainstorming associations which a word has and then diagramming the results. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

Teaching idioms by topic can make easier for students to remember. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings, as well as imagining possible literal meanings for the expressions. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. This sample lesson model focuses on introducing idioms that make use of animals or animal comparisons.

Phrasal Verbs : Teachers should include phrasal verbs in their classroom language as much as possible - and draw attention to these from time to time. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb) Prepositions: in, on, from, for, into, up etc. Adverbs: ahead, away, back the meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs are: *sit down, put your hand up, turn your papers over, write this down, cover the page up, look it up, hurry up and calm down!* Ex. The scientists carried out an experiment. Vs. I carried out some chairs in the garden.

Reading the Word : Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. You can make the sounds yourself, or bring tapes or CDs for students to listen to and write down the words that they hear.

Writing the Word : Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective and so on.

Use Videos to Produce of Target Vocabulary : Select a video segment that contains a series of actions or visual detail. Provide the Alphabet Club with a list of target

vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking.

Conclusion : The present manuscript explored effective techniques and methods of teaching new vocabulary. Teacher must make use of such techniques while teaching of vocabulary. It also focused on expansion of vocabulary. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental, intentional and independent approaches requires teachers to plan a wide variety of activities and exercises. Richards said, "When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of ages, educational background and field of interest. The teacher also ought to recognize such sociolinguistic variables in which the words will be used" (p. 73).

References:

1. Allen, V. F. *Techniques in Vocabulary Teaching*, Oxford University Press, New York, 1993.
2. Carter, R. *Vocabulary*, Rutledge, London, 1987.
3. French, F. G. *Teaching of English as an International Language*, Oxford University Press, London, 1972.
4. Gokak, V. K. *English in India - Its Present and Future*, Asia Publishing House, New York, 1964.
5. Krishanswamy, N. and Krishanaswamy, L. *Methods of Teaching English*, Macmillan, Delhi, 2006.
6. Lewis, M. *The Lexical Approach*, Language Teaching Publication, England, 1993.
7. McCarthy, M. *Vocabulary*, Oxford University Press, Oxford, 1988.
8. Morgan, J. and Mario, R. *Vocabulary*, Oxford University Press, Oxford, 1987.
9. Nation, I. S. P. "Translation and the Teaching of Meaning: Some Techniques" *ELT Journal*, Vol.32, 1978.
10. Sarswathi, V. *English Language Teaching: Principles and Practice*, Orient Longman, Hyderabad, 2004.