

METHODS OF TEACHING VOCABULARY FOR THE ELEMENTARY LEVELS

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ANNOTATION

From this paper work we discuss methods of teaching vocabulary for elementary students and also, we must know that development of a student's language and communication abilities is dependent on his or her vocabulary.

Keywords: vocabulary, elementary levels, techniques.

INTRODUCTION

Teaching sports vocabulary to young learners is important because they have some special characteristics that can make them easier to learn new words. Although they have those special characteristics, they need a teacher as a facilitator and good techniques that can motivate them in learning vocabulary. The aim of this research is to find out young learners' achievement in learning vocabulary, techniques that can be employed to young learners and techniques that can work for young learners. The writer did observation at Alphabet Club and the population of the research was young learners aged 5 up to 7 years old. The writer did class observation and calculated young learners' scores.

The findings revealed that young learners' average score categorized very good. Young learners aged 5 years old got 86.30 and young learners aged 6 up to 7 years old got 89.60. Moreover, the teacher has employed different techniques in teaching vocabulary to young learners aged 5 years old and young learners aged 6 up to 7 years old. The writer found out that the teacher employed the use of pictures, command and real object in teaching vocabulary to young learners aged 5 years old. Then, the teacher employed the use of text book, translation and memorization in teaching vocabulary to young learners aged 6 up to 7 years old. Learning the strategies makes learning faster and better. VLS for better learning of vocabulary because this knowledge improves their process of acquisition. Making students aware of vocabulary learning strategies can be an influential method for teaching vocabularies.

Try to read a well-written and edited essay, magazine article, book or news article every day. Nonfiction and technical books will quickly teach you new ways to think and speak with words you may be unfamiliar with, but any type of reading will help you along. Learn Roots Learn the roots of words. Most words in the English language are built from a common root, prefix, and suffix, usually with an origin in the Greek or Latin language. Once you learn a root, you'll begin to understand more words that use the same root. For example, -duc- (Latin root word) means to lead or to make, such as in the words produce or deduce. Use a Thesaurus Keep a thesaurus handy. As you write, keep a thesaurus handy and use it when you find yourself using a word too often, or using a word that you know doesn't quite convey the right meaning. This will help you better express yourself, and you'll also learn a new word in the process. Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn.

Vocabulary consists of function words and content words. Function words are common words, such as are, that, and to. Content words include nouns, verbs, adjectives, and adverbs, like flower, eat, beautiful, and sadly. Further, content words are comprised of both concrete and abstract words. Concrete words, such as automobile, can be taught using an object or showing a picture. Abstract words, like harmony, are more easily taught using examples and non-examples.

Finally, words may be considered to belong to either general vocabulary or technical vocabulary. General vocabulary refers to words, such as giant, that are not directly associated with a particular content area, while technical vocabulary, like mitosis, and is associated with a specific content area, subject, or topic. An eVocabulary strategy is an electronic or technology-based strategy that teachers can use to develop students' vocabulary learning and interest in words. We use the term eVocabulary both to highlight that the strategies rely on digital tools and resources and to suggest the evoking of learning potential that is possible when technology and media are part of the instructional mix.

As literacy educators, we need to use the tools that 21st-century technologies afford us. Nearly 100% of schools in the United States have Internet access. In 2010, we can assume that access to information and communication technologies (ICTs) will continue to improve with the increased availability of inexpensive mobile devices and the U.S. Department of Education's inclusion of technology in education reform.

Although the pervasiveness of ICTs in all aspects of 21st-century life is quite clear and well accepted, it is less clear how teachers might successfully integrate technology into literacy instruction and specifically vocabulary instruction. Improving students' vocabulary is an area of urgent need if we are to develop the advanced literacy levels required for success in school and beyond. Vocabulary is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials. We believe that digital tools and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of students and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

The purpose of this article is to highlight 10 eVocabulary strategies that hold promise for improving vocabulary learning in intermediate grades and that employ digital tools and resources that are readily available and feasible to implement in today's schools. Given the fast pace of technology innovation, not all of these eVocabulary strategies have direct research evidence; however, they are all supported by research on effective vocabulary instruction, much of it carried out with print materials.

We encourage teachers to select one or more of these eVocabulary strategies to try out and adapt to their particular students, curricula, and teaching context. We hope that they share their successes and limitations with their colleagues and with the broader literacy community on the Internet. In the following sections, we first summarize research on vocabulary learning and then present 10 eVocabulary strategies organized by three principles of vocabulary instruction applied in a digital context. Across all three areas, the role of interest and engagement with words and word learning is addressed.

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