Developing Children's Vocabulary Through Teaching Integrated Skills

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Abstract

This article focuses on different ways of vocabulary development in Elementary English classes. From teaching experiences as well as from analysis of methodology literature we have revealed that among the most important methods which contribute to vocabulary development, there are some of them and one is spelling dictations which teach learners not only write words correctly but also helps to remember them as language units.

Key words: vocabulary, receptive, productive, exposure, personification, correspondence, collocations proficiency, shared reading, discrimination, interaction.

Introduction

A child's receptive vocabulary is typically larger than his or her productive vocabulary, and learners of English as a second additional or foreign language usually develop a receptive understanding of new words before they are able to produce them. Knowledge of a words and its meaning involves a lot more than able to recognize what it sounds like or looks like. Developing an understanding of a word is a process that occurs over time and involves numerous encounters with the word in various contexts. Multiple meanings, collocations, synonymy and antonyms are features of behavior of vocabulary in all languages so earlier knowledge of these features in the learner's first language supports learning about these features in English. English as an additional language learners learn considerable vocabulary in English through social interactions with a range of adults such as lunch- time

supervisors and librarians; using words like thing, bit, and stuff; using known category nouns such as shape rather that precise words such as octagon; and most importantly, avoid taking risks with new words by staying within the parameters of the vocabulary they are familiar with. For school work, the children needed to develop academic language which is characterized by the use of the passive voice, ideas and concepts as agents, vocabulary with Greek or Latin roots, use of metaphor and personification and nominalizations. We need to be taught vocabulary of some broad types: synonyms for words, the multiple meanings, literary metaphor, academic vocabulary, words for new concepts, particularly subject- specific vocabulary and so on. Lesson plans identified vocabulary for teaching by identifying the key words to be taught, and extended the learning beyond defining and explaining them. We drew on McWilliams work on 'rich scripting' which includes exploring the word meaning in the topic or subject and seeing how words and phrases change their meaning according to how they are used. Meaning of target words are explored through discussion with illustration and use of first language. The use of target words are modeled and reinforced through regular prompting, which provides repeated opportunities for hearing and using the words in a meaningful context. Ongoing assessment is used to provide feedback on the use of the target words and once a week, progress is reviewed as a whole- class activity. For example: Child: We are weighing different things. Adult: Yes, we are learning about weight. A key question is considered which words to select for explicit teaching. These should important for understanding the text or the context, and functionally important words that pupils will encounter often. The work of Beck on vocabulary instruction which is very useful in planning for vocabulary teaching. And we identify three rows. Row one words are frequently occurring words which children will meet in a range of contexts and thus are likely to know well, for example: baby, happy, house, car, doll. Row two words appear in the texts frequently and so children have some understanding of these words; Row three

words which are less recyclable than row two words and thus have less impact on proficiency in English. Consider this sentence: The table below shows how many people travel by bus at different times of the day. Here we can say that bus, day and bellow are row one words, table and times have mathematical as well as other meanings and so are row two words. In this way the meaning of words can be at different levels. it also forms part of a number of compound words; Tablecloth, table tennis, table top as well as idiomatic phrases like at the head of the table and it is also function as a part series of compound words. To provide a more reliable basis for learners' better remembrance of the target vocabulary it is necessary to attract children's attention to the graphic forms. English has gained vocabulary from many different languages as it has spread to the remotest parts of the globe. With this borrowed words came additional spelling patterns. Visual discrimination, the ability to distinguish one letter from another will allow the students to see the differences among letters and words on the page. Those who write proficiently in a language that has a strong connection between the letters written and the sounds heard will use these skills to write in English. They begin English writing in the phonetic stage, using those letter-sound correspondence skills that know from their first language. The teaching vocabulary with the help of spelling dictation for these learners should focus on the common words that are not spelled like they sound- Island, scissors, night and others. For example, among some speakers do not clearly distinguish between L and R sound in their spoken language thus they have difficulty deciding which letter to use when spelling a word with one of those sounds. So they need to pay particular attention to the spelling of these words. A rich reading repertoire drawing on the range of genres, which engages and challenges children, is essential for exposure to rich language in general and rich vocabulary in particular. In the process of shared reading, attention is drawn to words and phrases which have more than one meaning, collocations, idiomatic phrases, figurative language and connotations of words. Children are asked what they understand by the words or

phrases within the given context. This supports comprehension, and provides starter words and phrases for follow-up focused vocabulary work. Shared reading are also used to model the use of dictionaries and demonstrate the process of thinking through and deciding which definition is the most likely within the context of the text. It also provides an opportunity to check for understanding of words children expected to know. A recap of the seasons with question: "can we name our seasons?" led to everyone contributing autumn, winter and so on, and might be we can find some other explanation or description about season with using unusual and interesting words. They then explain the image in words or through drawings to a partner. Guided reading sessions are also used to reinforce and practice these skills and follow up independent work providing opportunities to use the new vocabulary. However, it is essential to keep in mind carefully selecting vocabularies in developing their language skills, which can be taught quickly and extensively, moreover choosing appropriate strategies that can help learner to build an ability of cognitive connections between the new and known words should be the heard of effective vocabulary building .

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