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THE THEORY OF TEACHING VOCABULARY

Abstract: In this article, the theory of the teaching vocabulary discussed by some researchers Frisby, Isabel Beck, Robert Marzona and explained practical way of classifying vocabulary words with concrete examples.

Key words: teaching, vocabulary items, language, words, definitions, idioms.

Language: English

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Introduction

Vocabulary is the set of lexical items in a language: it is also called 'lexicon'. The term lexicon is known in English from the early 17 century, when it made mention of a book containing a selection of language's words and meanings: arranged an alphabetical order. The term itself comes from Greek 'lexis' word. Besides, it has taken on a more abstract sense, especially within linguistics, referring total stock of meaningful units in a language not-only the words and idioms, but also parts of the words which indicate meaning, such as prefixes and suffixes.

II. Literature review.

Words are referred to as "the building of blocks of language". These are influential tools. We need a rich supply of the words so that we can choose the exact tools for the job as we would any other task we tackled. We need a good vocabulary. A good vocabulary is that which (a) fills our needs, (b) gives us self-confidence, (c) assist us to understand, (d) is varied (e) is exact.

Also, it is important to mention here that vocabulary items communicated mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of content having new words or glossaries at the very end. This an incorrect practice as it leads to a state of the confusion for the learners. On the teaching skill of vocabulary items. One of the outstanding researcher Frisby (1957) stated that " While the teacher is not ,

himself, concerned with the actual selection of vocabulary for the text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection ". Thus, it indicates that a language teacher must be innovative and skillful in the application of methodologies pertaining to teaching vocabulary elements in a classroom . Next are the main methodologies for the teaching vocabulary items in a English language.

III. Analysis

As we know, vocabulary is the first and primary significant step in a language acquisition. In a classroom where students are not finding themselves happy with L2, language learning can be made interactive and motivating with the introduction of appropriate vocabulary exercise.

Selecting Words.

So many words, so little time. When choosing which words deserve special instructional time. We don't have to do it alone. One of the biggest mistake we teachers make in vocabulary instructions is the selecting all the words for the students and not giving them as a say in the matter.

My first teaching year, before tenth Grader began reader "Lord of the Flies" I went through every chapter and made list of all the vocabulary words .I thought they'd have trouble with so that I could pre - teach them.

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When I looked at those long list, I began to freak out. How will I teach all these words and still have class time for all the other things we need to do ?

First off, rather than waste my time compiling lists. I should have let the kids skim the text in chapter one and select their own words.

Then, here is what to do after the students pick their own words:

- Ask each child to create a chart where he / she writes down words of choice, and rates each one as " know it ", " sort of know it", " don't know it at all".

- Then, on the same paper , have them write definition or " my guess on meaning" for the words they know and kind of know (No Dictionaries!).

Before they turn in these pre- reading charts, be sure emphasize this is not about " being right" but that they are providing you with information to guide next step in class vocabulary instruction.

Read through them all and use the results as a determinative assessment. This information will show you which words they know, those they have some understanding of , and those words that are totally foreign to them.

The kids have selected and rated the words.

IV. Discussion

Ranking words.

When considering which words need the most instructional attention, let's turn Isabel Beck's practical way of classifying vocabulary words into three tiers:

- Tier One: Basic words that rarely require instructional focus (door, house, book)

- Tier Two: Words that appear with high frequency , across a variety of domains, and are crucial , when using mature, academic language (coincidence, reluctant, analysis.).

- Tier Three: Frequency of these words is a quite low and often limited to specific fields of study .(Isotope, Reconstruction, Buddhism)

Beck suggests that students will benefit the most academically by focusing instruction on the tier two words (since these appear with much higher frequency than tier three words, and are used across domain).So this when you take a look at the pre-reading vocabulary charts your kids create and choose " kind of" and don't know at all " words that you deem

to be tier two words .Go ahead and select some content- specific words (tier three)but only those directly related to the chapter , articles, short story, or whatever you are about to read .

Teaching Words.

One of the greatest researcher in this field Robert Manzoni, having spent countless hours observing students and teachers. An education researcher and teacher ,he stresses that in all content areas, direct vocabulary instruction is crucial and suggest six steps:

Step one: The teacher explains a new word going beyond reciting it's definition(tap into prior knowledge of students use imagery).

Step Two: Students restate or explain the new word in their own words,(verbally and/ or in writing).

Step Three: Ask students to create a non -linguistics representation of the word (a picture, or symbolic representation).

Step Four: Students engage in activities to deepen their knowledge of the new word(compare words , classifying terms, write their own analogies and metaphor).

Step Five: Students discuss the new words (pair share and elbow partners)

Step Six: Students periodically play games to review new words(Pyramid, Geopard , Telephone).

Marzona's six steps do something revolutionary to vocabulary learning : They make it fun. Students think about, talk about, apply and play with new words.And Webster doesn't get a word in edgewise.

The Rationale

At this point , one might be thinking that there just isn't enough time for all this pre -reading word analysis, direct instruction of vocabulary and game playing.

V. Conclusion

To conclude, vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school.- W.B.Elley.

Because each new word has to be studied and learned on its , the larger your vocabulary becomes, the easier it will be to unite a new word with words and thus memorizing it's meaning. So your learning speed, or pace, should increase as your vocabulary grows .- Johnson O' Connor.

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